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Parent-Child Relations

Sister M. Tharsilla Carl, O.S.B.

IN the training of that strange being, the human child, the first essential is to begin well, and in the natural place, the home. There is no substitute for the home; nothing else is just as good as the home. History's annals record strange theories about supplanting the home, but experiments have served only to emphasize the truth that "home life is the highest and finest product of civilization." More than that, it is God's own institution for the care of childhood.

It is particularly worthy of note that among the thousands of human occupations only two have been enriched by Christ with sacramental graces; namely, holy orders and matrimony. The integrity of the future generations depends upon zealous priests and zealous parents more than upon any other factor. The sacrament of matrimony has sanctified parenthood; therefore, the duties of parents must be undertaken in a spirit of the deepest earnestness, and in the same spirit of love that pervaded the Holy Family at Nazareth.

The Child Not an Adult

The job of being a parent is not an easy one. It calls for intelligence, patience, and self-restraint. To learn to know one's own child requires hard study. Many parents fail in the training of their children because they look upon the child as a small adult. They judge him by their own standards and viewpoints, not realizing that the child lives in a world of his own.

Intensive studies of child care and guidance have been made in recent years, and valuable data have been amassed which will, undoubtedly, lessen the cares of parents and redound to the benefits of children. Physically the child differs from the adult in almost every cell, but

the psychological differences are yet more striking. No two children are alike in temperament, habits, or abilities. Parents must learn to approach the child with an open mind, to understand the intensity of his feelings and his lack of comprehending the social implications of adult life.

Parents' Sympathy Needed

To grow up normally, the child needs the love and sympathy of both parents. This implies willingness on the part of the parents to spend time with their children. The father who is too busy to spend time with his boy, and the mother who cannot endure her tiny children about the home and habitually shoos them away from her, are not laying the foundation for an intelligent understanding of the child. Confidence between parents and children can come only from years of sympathetic relationship.

In the eyes of the young son, the father is the greatest and most wonderful man that ever existed, while the same complimentary attitude exists toward the mother. The child naturally confides in the parents from the beginning, and they should regard this confidence as a precious and sacred thing. This gives a feeling of security to the children, and to the parents the consciousness of having discharged their duty well.

Children are emotionally suggestible to impressions, both good and evil, at a very early age. At that period, training in good habits is most readily accomplished by the use of concrete representations. The Catholic home, therefore, should be provided with pictures of our Lord, the Blessed Virgin, and the Saints. The beautiful old custom of family prayers in common has a strong emotional appeal to the child and stirs up

sacred sentiments which will mean very much to him in later life. The child should be taken to church when quite young and be familiarized with Holy Mass and its meaning.

The child's morals do not appear suddenly when he reaches the age of reason. Some tendencies to evil, as signs of temper, selfishness, jealousy, disobedience, and self-will appear at a very early age. Parents should watch for the indications of moral consciousness and direct the child's tendencies into the proper channels. The religious and moral instruction of the child should not be neglected until he goes to school or has gone wrong.

Training from Infancy

Constructive criticism is an all-important element in child training. Obedience is to be emphasized in the training of the infant and the preschool child. In the school child and the adolescent, self-dependence and self-control become evident. If these children have no reason for being good other than obedience to their parents, their good habits will not outlast the sound of the parents' voice. Children from model homes often go wrong as soon as they leave the parental roof, because they were taught to obey without being taught to solve moral problems intelligently for themselves. They should be taught that they are to go to church because God wants them to go, that they must be truthful because lying is cowardly, and so on with the other virtues. The child attains a fine moral character through the gentle, but firm inculcation of good habits rather than by the forcible eradication of bad ones. It is inspiring to Catholic parents that they can mold souls, beautified with sanctifying grace.

Use Common Sense

Since the success of child training depends, in great part, upon the method of procedure, these few suggestions may not be out of place here: Avoid trying to teach impossible things. Be honest with children. Train for moral self-dependence. Treat the child with courtesy even if he has done wrong. Be consistent. If a thing is wrong one day, it is wrong the next day. Teach duty toward God first, then duty toward the neighbor and self. Punish when there is no other alternative, but make the punishment flow as naturally as possible from the offense. If the child has broken a window through carelessness, require him to pay for it from his little savings rather than make him resentful by whipping him and sending him to bed. The consequence of the birch stick and the woodshed is more likely to be anger against an avenging parent than anger against guilty self.

Child Needs Play

One of the most efficient means of child training is play. At one time grave adults looked upon play as an appalling loss of time, a mere waste of energy. A deeper knowledge of the psychology of childhood has led to the realization that play is an essential element in growth, and that child who does not play is handicapped in his later life.

The normal place for the child's play is the home, for the young child needs close supervision, and as long as he is happily playing in the house, in the yard, or in the immediate neighborhood, the mother can observe him in the midst of her housework. If he is forced to leave the home in search of play facilities, the consequence may be unfortunate, both physically and morally. A little ingenuity plus very small outlay of money will create ample and attractive indoor and outdoor means of play for the young child. The earnest parent tries to provide toys and play apparatus that appeal to the child's interest. The older boys and girls, also, need play equipment which affords them opportunities for constructive activity in and about the home. Tendencies to certain hobbies, as tinkering with radios or old autos for boys, and cooking or sewing for girls, should be encouraged. The parents who plan for play activities intelligently is providing a form of training for the child, not less important than the formal education which he receives in school.

Attend to Child's Health

A very special obligation of parents deals with the health of the child. The undernourished, sickly child will be

MEANING OF CHILDHOOD

The birth of a little child reveals God; the helplessness of a little child proves Providence; the innocence of a little child illustrates heaven; the death of a little child implies immortality. Surely no little one sent into an earthly home, even for a day, and bequeathing those beautiful and solemn lessons, can have come and gone in vain. — *Selected.*

handicapped in any walk of life, while the physically healthy child has a much better chance of being also mentally healthy. Physical health, though not the highest of man's attributes, is very essential. "A sound mind in a sound body" is good common sense.

It is a matter of fact that the health of very many children is grossly neglected. Luther Burbank once said, "If we paid no more attention to our plants than we do to our children, we would now be living in a jungle of weeds." The truth of his words are borne out in the results of physical examinations in our schools which show that the typical school child in the United States has one or more bodily defects which can and should be treated. Among the most common may be enumerated defective teeth, vision, hearing, tonsils that need attention, malnutrition, tuberculosis, heart disease, and orthopedic defects. Few parents realize when the necessity for treatment exists, unless it is brought to their notice. Some essentials to good health are a hygienic day-by-day routine, wholesome food, sufficient sleep, healthful exercise, and cleanliness. Mistakes made in the physical care of the child are often irreparable. In the field of health it is especially true that "an ounce of prevention is worth a pound of cure."

Mental Hygiene Important

Another duty, and one that is even more important than physical health, is mental health. The troubles of many children are based on "unconscious" motives. Peculiarities in children, such as imaginative sickness, excessive fears, avoidance of other children's company are often caused by mental content which is unconscious. Many such peculiarities may be traced to a neurotic, discontented, querulous parent.

The very essence of mental health is the habit of facing difficulties unflinchingly. Children are best trained to do this by parents, unselfish enough to give the adolescent boy or girl the needed independence of action to live his own life, without an overemotional sympathy from the parents every time a difficulty arises. Let the child learn the doctrine of the Cross—Christian sacrifice. Let him be taught to admire the lives of the

saints and martyrs that he may not grow up to be a querulous, whiny, neurotic adult.

All this does not mean that parents should not love their children. Parental love is one of the highest and most precious things in all the world. It must be a love willing to sacrifice itself for the sake of the child, for such love is the most precious single natural blessing which a child can enjoy.

Parents should encourage their children to take a high view of their vocation, whatever it is, religious or secular. The child should be taught that success or failure from the standpoint of the world is quite secondary to success or failure from the standpoint of eternity. The mother's duty is to imitate Mary in freely and generously giving up the dependence of the child upon her, a dependence which she has found so sweet; for the child is not the possession of the parents, but a trust from God.

Training for Parenthood

By far the most common and, at the same time, a highly important occupation is that of parenthood. It seems ironical that the modern vocational-guidance movement has devoted much time and energy to the training of stenographers, bookkeepers, mechanics, and many others for efficiency in the various trades and occupations, and has paid comparatively little attention to the supremely important occupation of parenthood.

The boys and girls of today are the fathers and mothers of tomorrow. Now is the time to give them the training which will enable them, in later years, to become good parents. This implies training in the mechanics of running a home, training in the use of money, and, most of all, training in the moral phases of home life.

The child should learn by example the moral responsibilities of parenthood. Excellent discipline on the part of the parents makes it extremely likely that the growing sons and daughters will handle their own children intelligently in future years. Finally, the home atmosphere, pervaded by a supernatural spirit, is the best possible guarantee that the children will establish homes of their own in which the same beautiful spirit of religious love will hold sway.



Even today many schools treat it almost as a crime if one child is found helping another. Surely such an attitude of prohibition of all mutual assistance is a rehearsal for antisocial activity when the child grows up. Helpfulness rather than competition is surely a more desirable ideal. — *Frank Roscoe (London).*

Do You Teach Exceptional Children?

F. Pearl Malloy

NO LONGER are we allowed to continue in the long beaten track of education. A period of reconstruction is upon us. Exceptional people, either children or adults, must be considered in the world's scheme of life. They must be up and doing for themselves.

To serve the child's needs intelligently, it is obvious that we must know the nature and extent of those needs. In a survey of exceptional children we find the blind, the deaf, the crippled and the maimed, those of low vitality, speech defects, behavior problems, superior and gifted, mentally retarded, and the only child. Each requires special understanding and treatment. We seek to claim for society the assets which can be realized, with proper care, in each handicapped child. The problem naturally falls into two divisions: (1) The recognition of the condition; this must be done by parents and teachers under the supervision of the doctor. (2) The treatment of the case which depends on the condition.

Defective Eyesight

Defective eyesight is very often not recognized until it becomes very serious. For these, sightsaving classes have been established. The pupils are those whose vision is diminished beyond the point where they can carry on schoolwork satisfactorily under ordinary classroom conditions; and those who apparently see well enough to use ordinary school equipment but who suffer from extreme farsightedness and nearsightedness. These difficulties are likely to increase. The aims of the sightsaving classes are (1) to teach each child to conserve his vision; (2) to provide opportunity to make normal school progress; (3) to guide the child through school life in order that he may select his vocation wisely with respect to his eye condition. Totally blind children attend a school for the blind where they are trained to take their places creditably in the seeing world.

The Deaf and Hard of Hearing

Sad as it may seem, there are still to be found individuals who are rather unsympathetic toward the hard of hearing or the deafened child. These people have no conception of the blank which comes into these lives and the bitterness which often follows. Children cannot apply themselves if they do not hear well. Lip reading can and has produced marvelous changes in the attitude of these handi-

capped children toward their misfortune. Those who are deaf and dumb can also be taught lip reading. Lip-reading classes have been established for this purpose and many have been made self-reliant and happy through this training.

The Crippled Child

The recent epidemic of poliomyelitis, leaving in its wake hundreds of children with varying degrees of muscle weakness and paralysis, points out to us more than ever the need to supply proper education for crippled and maimed children. We find the type who need visiting teachers to go into the home; the child, who, though crippled, may attend school and through corrective exercises be restored to health; the child who may attend school but whose handicap is so great that his condition will not improve.

Usually these children are irregular in speech and muscular control. If they succeed it is by sheer will power. One must praise them for the effort and not the result, and encourage them to do whatever is possible. We must make the child have the impulse to carry on. Special classes have been established for crippled children where they are taught regular classroom work and given corrective exercises by specially trained teachers.

Children with Low Vitality

The causes of low vitality are many and varied. Under this heading, we find such types as the undernourished, anemic, cardiac, those with endocrine disorders, epileptic, etc. The majority of such physical afflictions begin before the child enters school. Many of them under adequate medical supervision are preventable. If the child is confined to home or hospital, but not too sick to study, a visiting teacher calls at the home or hospital and teaches him. If the child is not confined to home or hospital, he may enter a class in the open-air school. Here the work is adjusted for each pupil so that he may keep up with his grade without strain, at the same time benefiting from extra rest, special diet, and fresh air. Proper health habits are developed so that when the child returns to ordinary grades he may care for his health.

Speech Defects

Some pupils are constantly faced with a sense of failure in expressing thoughts and in the exchange of ideas on account of the lack of coherent speech. Good

speech is important, and it will probably be the most used activity after the school period is over. Before corrections can be made, an atmosphere of ease must be established. To do this all feeling of anxiety and fear must be removed. A study should be made of the position of the speech organs and these should be shown to the child. Speech corrective classes enable the child to learn the special corrective exercises suitable to correct his particular difficulty and thereby help himself to overcome the handicap.

Behavior Problems

Behavior problems usually have as their starting point some form of physical disability, unhappy home conditions, insufficient food, insufficient clothing, or insufficient rest which prevents the child from competing on equal terms with his companions either in the schoolroom, or on the playgrounds or both. Inability to compete successfully in the normal social activities of life leads the child to find compensation elsewhere.

Were all children to be so supervised during their preschool days that they would enter the classroom with healthy bodies, acute sense organs, and intact brain structures, half the problems of teachers would automatically disappear. Could the child go through life well fed, warmly clothed, sufficiently rested, and in a reasonably happy frame of mind another third of our problems would disappear. Behavior problems fall into natural groups:

1. Those who cannot resist the natural impulses of stealing, sex delinquency, swearing, fighting, temper tantrums, etc.

2. Those who through fear turn to lying, truancy, destructiveness, bullying, cruelty, boasting, stammering, nail biting, etc., as an outlet.

3. Those who through lack of normal outlets accumulate nervous energy producing an overdevelopment of thought and imagination. Development of fears of certain people or things, obstinacy, sulkiness, and daydreaming are typical examples.

4. Those whose behavior problems have their root in mental conflicts. Two opposing impulses struggle for supremacy. Lack of attention, instability, temper outbreaks, sullenness, and obstinacy are the result.

To combat these difficulties a thorough study of the victim should be made and adjustments brought about to enable the

child to understand his difficulty and get rid of his fears. An understanding talk with a person in whom the child has confidence gives the child an opportunity to uncover his mental disturbances to a sympathetic person who can give advice to remove the difficulty. Understanding parents, teachers, and social workers are often able to adjust unsatisfactory home or physical conditions and place the child on an even footing with his playmates, thereby removing the need to misbehave in order to get the desired attention.

Superior and Gifted Children

By nature people differ most widely in their mental abilities. We have a large group of average persons, a small group of superior persons, and a small group of those below average intelligence. Those with superior mental, physical, social, moral, and educational status usually have special gifts and abilities. They usually have a strong love of beauty. It may seem strange to say that those of superior ability may fail at school, but such is possible. The highly gifted child is often extremely imaginative, and thus his mind tends to wander on other interests. His very ease in grasping the matter of the lesson gives him the idea that he doesn't need to be so attentive and as a consequence he fails to develop the habit of sustained application, which is necessary for success in life.

A very great danger for superior children is lack of competition. They lead the class and develop an exaggerated opinion of themselves. With the new trends in education the superior child is allowed to do extra work, which keeps him occupied attempting an enriched program which has been placed there for his benefit as an antidote against unhealthy pride. They show him that he also has his limitations and keep him in his social age group. Special work in art and in music is appropriate to their needs. The radio is becoming an enriching medium especially in the field of music appreciation.

Children Below Average Intelligence

Perhaps the group that receives the least and deserves the most sympathy is the one containing those graded below average intelligence. Here we have a varied range of mentality including dull normals, morons, cretins, mental deficient, imbeciles, and idiots. The last mentioned of these do not reach the classroom but are a problem in the home. They usually become inmates of an institution.

The causes of this handicap include inheritance, injuries (including birth

injuries), epilepsy, glandular disturbances, licentiousness, and postencephalitic diseases. These children fail to keep pace with the average because they are naturally incapable of doing so. To expect such a child to progress through school, at a normal rate, is asking the impossible. To heckle him and punish him for being at the foot of the class is an injustice. The child has sufficient intelligence to be impressed by his own failure and to be disheartened by it.

It is the duty of parents and teachers to recognize this handicap in such a child and plan his childhood at home and at school so that he meets with success and does not become a victim of lack of confidence, or a behavior problem. It seems to be a very difficult thing to bring parents to realize that their child is mentally below average. They refuse to recognize the symptoms and seem to be falsely ashamed to admit them. The same parents would not be ashamed of their child if he were deaf, blind, or crippled. They would protect him and exert themselves to supply the particular training needed; but the poor child who is mentally handicapped must try to do the impossible and keep up to his neighbor who is blessed with superior mentality. He is blamed for that over which he has no control. Some person might be responsible for his condition but he certainly is not.

Within the past fifteen years great strides have been made in planning the education of this type of child. Dull children are given an opportunity in special classes to receive an education at the speed which their ability warrants. Some parents do not want their child to enter a special class for fear he will be considered below normal. The child struggles in the ordinary grades trying to please the pride of a mistaken parent. The child cannot keep up the pace and realizes that he is a failure. He becomes a quitter. His ability to earn a living is very limited when he has to face the world.

In special classes children are placed under a specially qualified teacher who studies the individual and teaches with the aim of developing any talents with which the child has been blessed. These talents are not as scarce as they would seem. As the child gains confidence he loses the "I can't" idea and half his

troubles are over. Graduates of these special classes are well trained and consequently are able to hold good positions in various occupations.

The Only Child

The only child may be considered exceptional in the fact that his home conditions and associations differ from those of other children. Usually his only home associates are his parents. The first seven years of life constitute, perhaps, the most important period of training to wholesome mental attitudes. It is in the home that the child lays down the emotional attitudes that form the basis of his adult personality. It is therefore the responsibility of the parents to supply a home atmosphere that will foster the growth of healthy attitudes in their child.

It should be kept in mind that the child begins to lay down mental habits at an early age. He soon learns to love those who care for him and their conduct becomes a pattern upon which he models his own. He takes on the moods of those with whom he is frequently in contact. If those moods are unreasonable and unhealthy, the child also becomes affected with them. Association with a neurotic mother produces a neurotic child. A child of highly emotional parents is likely to be overexcitable. Too much coddling is likely to foster selfishness or leads to a feeling of dependence that unfits the child to face the difficulties which life is sure to bring him.

The child must be taught to respect the rights and the convenience of others. This teaching must begin in infancy and proceed through childhood. In this training the only child is at a disadvantage as he has not as many in his immediate family to consider and, consequently, unless constant care is exercised by a wise parent, he loses many valuable lessons. An intelligent parent will see to it that his only child is brought into correct associations in the home and with children of his own age in order that he may grow up under natural circumstances and develop pleasing attitudes.

Conclusion

In considering exceptional children it is well to remember such people as Robert Louis Stevenson, Sir Walter Scott, Mrs. Browning, Napoleon, Caesar, and many others who in spite of handicaps accomplished great things.

It has been said that nowadays it is necessary to be exceptional to receive special attention. We are living in an exceptional age. We have exceptional problems and we must meet them with exceptional methods and leadership.

"Christ's coming means peace on condition that we get back to His teachings. The Christmas crib tells the story of sacrifice and unselfishness; and sacrifices and unselfishness bring peace."—Cardinal Gibbons.

The Teacher's Personality and the Young

Sister M. Ricarda, O.S.B.

YOU are all no doubt acquainted with recent studies made to determine the characteristics most desired in teachers, and you recall that, according to unanimous opinion, the teacher's personality is the greatest determining factor in her success.* Why? Because youth is so prone to imitation that it is our personality that most powerfully affects the development of our pupils' personality.

A. Christian Personality

We might say that our personality is the sum total of our reactions to our environment. Hence the term *personality* is so all-inclusive that there is danger of our efforts at improvement being scattered, desultory. Plainly we need a directive force, an impelling motive, that is furnished only by a great, inspiring vision. We need to be possessed by a dream.

He whom a dream hath possessed
treads the impalpable marches,
From the dust of a day's long road he
leaps to a laughing star,
And the ruins of worlds that fall he
views from eternal arches,
And rides God's Battlefield in a flash-
ing and golden car.

These lines from a beautiful little poem by Shaemas O'Sheel remind us religious teachers that we have a dream that can make us ride through our battlefield of difficult duties and frequent disappointments, not minding the roughness of the road—not minding because we ride in a flashing, golden car, driven by a dream than which there is none more glorious—the dream of building Christian character in youth. It seems especially providential that this great dogma of the Mystical Body is being re-emphasized just now when the educational world is setting up social service as the goal of education. To develop in our charges Christlike personalities and to lead them to see Christ in their fellow men is the method *par excellence* of producing worthy citizens. What more powerful motive could be adduced to convert a child's will to power into a will to community?¹

And yet we religious teachers have

*The article is part of a paper read at the 35th annual meeting of the National Catholic Educational Association, at Milwaukee, Wis., April 20-22, 1938.

¹Dr. Rudolf Allers says that there are two opposing tendencies in human beings—"the will to power" and "the will to community."

always had this Christian ideal to serve as orientation for our efforts and to stimulate our enthusiasm in our great work. Why, then, have we so often failed in our character education? Are we wholly free from blame, if our own personalities have not measured up to the "full stature of Christ"? Are we habitually kind, cheerful, and patient? Do we make religion appealing, by showing in our personality its power to beautify?

Some Failures

Modern psychology confirms the obvious truth that a child cannot follow an ideal that is vague and void of concrete details. In a certain sense he is a little pragmatist. If he can see that an ideal works out successfully in actual life, and can note how it works from a living example, he is the more drawn to believe in it and to adopt it. Now if we preach Christ to our pupils, and urge them to imitate His charity, patience, and meekness, and yet at the same time are snappy or unreasonable or cold or unforgiving in the classroom, what are our pupils to think? Where are they to get their image of Christ? The printed page and our words reveal Him to them as gentle, approachable, lovable. And here we, whom the pupils have a right to expect to be the living models of His virtues, may be lacking in the most essential of them. Insufficiency in our own personality does much to destroy the effect of our teaching. We assure the children, for instance, that only eternal values count, only God's interests matter. What, then, about going into a towering rage if a program is spoiled by a frightened child's blunder? Eternal values? Oh, but our reputation for cleverness was at stake!

Or what about acting as if life depended upon the successful issue of a project, a contest, a game? Let us beware of giving youngsters the impression that the end justifies questionable means. We may unwittingly encourage them to cheat just a trifle, or to harm their health in order to satisfy our overanxiety. Sometimes we are poorer sports than the youngsters. Zeal in these cases is necessary, doubtless. But it must not make us lose our balance.

We teach our pupils to control their anger. Yet we all know the typical story

of Johnny, who, when his mother reproved him for getting angry with his little brother, said, "If you call that being angry, you ought to have seen my teacher today when Mary Smith couldn't understand the arithmetic problem!"

We preach love of neighbor, especially love of the poor; but if we do not watch ourselves we may be a bit more gracious to the rich little girl with the big car ready to take us wherever we want to go. And how the other children observe it! Instances could be multiplied, but these will suffice to illustrate the point that our faults often run counter to our declared principles. No wonder the children get the impression that theory and practice have small relationship to each other.

To help us realize these truths more vividly, we need thorough acquaintance with the general psychology of childhood. As Dr. Allers declares, the will to power in children causes many inner conflicts that militate against their will to community. We might mention as a case in point the importance to all children of a sense of personal value, and the havoc caused by its frustration.

The Child's Personality

A child who feels keenly his inferiority needs encouragement and frequent praise for his efforts that his self-respect may be salvaged. He must be given tasks he can perform that he may frequently taste success. Continual failure breeds despair; and it is well known by psychiatrists that despair results in seeking compensation for consequent unhappiness in all kinds of un-Christian behavior—as lying, stealing, impurity, hatred, revenge, jealousy, and other such defense reactions.

Much could be said, too, about the large role played in childhood by feelings of insecurity and fear, and how these prevent children from losing their petty interest in themselves to find their real joy in the service of the group. The transition from love and consideration of self to love and consideration of others is a slow and painful process. And it will not be accomplished as long as a child is hampered by fears of failure (with its attendant scoldings and humiliations), or by mistrust of the good will of teachers or schoolmates, or by a crushing sense of the social or economic inferiority of his family, or by



Boucher's Adoration of the Magi

— Arnold Seligman, Rey & Co. (N. Y.) owners

living under the imminent peril of sharp words from a misunderstanding teacher. Under these and like feelings of insecurity and fear the child's nature cannot expand toward others with social love; and he is thrown back upon himself to seek his happiness, often in forbidden, unsocial ways. Juvenile-court proceedings only too conclusively prove that an unhappy or repressed childhood in school or at home is responsible for most juvenile delinquency. Our obligation to provide our pupils with opportunities for happiness and success is serious, if we expect them to develop into social assets rather than into social liabilities.

Aside from direct religious instruction, the environment, or atmosphere, of the schoolroom is the most potent factor in the growth of a child's character. And

as the teacher is the largest factor in the classroom environment, it follows that the atmosphere she creates is all important. Doing God's will — that is, possessing the habit of obedience to all just laws — is the keynote of a truly Christian character. Shall we, by abusing our position of authority, destroy the basis for this important virtue through creating in the child a resentment that may easily become a carry-over in the form of hatred toward any authority?

Consider the effect on children of a teacher who has so far lost her vision as to be habitually overbearing, domineering, or sarcastic, or one who is unduly impressed by her own importance. The position of the teacher is dominating anyway; but when she uses her authority to create an atmosphere of undue formality and repression, the

effect on the characters of the children is deplorable.

The Dictator Type

A teacher who has an attitude of over-authoritativeness, or of general disapproval, will repel rather than attract her charges, because she outrages their legitimate sense of personal value. They will obey through fear rather than through love — or the braver spirits may openly rebel. The timid will acquire a dislike for school which hinders their mental and spiritual growth. The over-authoritative teacher has the mistaken idea that she must appear infallible to her pupils, and must never admit that she has been mistaken. She imagines that to do so would lessen her precious dignity, whereas in reality she would increase the confidence of her pupils in what she does maintain and would impress them with her love of truth by a frank acknowledgment of her error. To hide her chagrin when she finds she really has been in the wrong, she sometimes must resort to subterfuges that do not go undetected by the wary observers confronting her. This dictator type of teacher is skeptical of the newer conception of democratic classroom procedure where the teacher plays the role, not of autocrat, but of friendly guide or expert consultant. Only when pupils have a certain measure of freedom to organize and try out their own plans, can their latent possibilities be realized. Each child must be encouraged to feel that, however handicapped he may be, he can make some contribution to society, and that success for him lies not in meeting arbitrary standards but in perfecting any capacities he may possess. It is not the trait of unthinking acquiescence that we wish to develop, but rather intelligent respect for authority.

It follows from all this that the feeling most necessary for us to establish in our relations with our pupils is general confidence in our sympathy and good will. This precludes our having favorites, condemning before giving a hearing, harboring a grudge, and all other such un-Christian behavior. When a child is at fault he should be corrected for it suitably, of course; the teacher must have proper control of the classroom situation, else, she invites disaster. The teacher, however, should not treat a fault as an offense personal to her. Only the *rightness* or *wrongness* of the act itself should be the point stressed.

Fortunately the overauthoritative, dictator type of teacher is rapidly giving place to the friendly, calm, sympathetic, but nevertheless firm and expert director of activities, who is converting the

modern schoolroom into a busy but pleasant workshop, where children develop desirable social traits in a wholesome atmosphere of well-controlled freedom. The will to community can grow only in a medium of love and confidence. Therefore, if we wish the children to be truly social beings, we teachers must ourselves exhibit the social virtues, especially Christian love and friendliness. If we want children to be just to each other and play fair, we must be impartial and play fair also. If we expect children to control their resentments, we must be able to control ours. If we want them to respect authority, we must convince them by the love we show them that our authority is exerted only for their good. Thus it is clear that our personality profoundly affects the characters of our charges.

Conclusion

We have seen, then, that our task as religious teachers finally resolves itself into promoting the general welfare of the world by developing human beings whose natural will to power has been converted into a supernatural will to community.

We have seen, too, that we must seize eagerly this opportunity of making

Christian sweetness and light prevail. This motive will integrate our own personalities and make us forceful instruments for the religious development of the young. Our personalities must interpret Christ to our pupils. We must exhibit His amiability, His disinterestedness, His devotion. We must dominate them, not with a sense of our own power, but with a sense of the sweetness of Christ.

That we may do this, we must radiate the cheering warmth of His love. And when we reflect that each of our pupils, even that "impossible" child, is a member of the Mystical Body of Christ, our love can really be warm. If we love our pupils, we shall take an active interest in all that concerns them. Unless they feel that we are truly interested, we shall wield little influence for good. Above all, we must not forget that lost little lad in the corner who cannot find his place in the group. He needs us most. We should have a pleasant manner and a cheery countenance that we may flood our little school world with sunshine, and make it a place where children feel secure and at ease, where they relax unhealthy inhibitions, where they learn the valuable lessons of social give and take, and where

they daily grow in understanding and love of Christian virtues by seeing them practiced by a Christlike teacher.

To accomplish our end presupposes sublime patience. And real patience in the classroom is martyrdom—but martyrdom that brings its own reward. For "the patient man is better than the valiant," you know, "and he that conquereth himself more than he who taketh cities." Truly, "Patience hath a perfect work." In teaching, as in every good cause, he who "loses his life shall find it." We must lose our life—by self-immolation on the altar of Christlike kindness and patience—if we hope to find it multiplied beautifully in the souls of God's children. We must undertake seriously the painful weeding out of our own personality defects, if we hope to develop personality in others. We must not demand of our pupils a perfection we do not demand of ourselves. Are we going to let the "dust of the long road" discourage us or are we going to "leap to the flashing star" beckoning us on? We shall fail from time to time, of course, but we must always patiently try again, so that we can say "not as though we had already attained or were already perfect," but we "follow after."

Organizing the Curriculum for the Bright Pupil, II

Homogeneous Grouping and Special Rooms

Sister M. Eleanore, C.S.C., Ph.D.

Bases for Grouping

THE subject of provisions for individual differences, marking, and promotion of pupils of every sort is treated at considerable length and after exhaustive research and compiling of statistics and furnishing of recommendations by Roy O. Billett in his scholarly monograph published in 1932.⁵ One can do no better than quote from his admirable summary of the bases of homogeneous grouping employed by representative schools throughout the country:

"Aims of pupils and past achievement; college-entrance objectives; composite of many factors; diagnostic tests; intelligence quotient, teacher's estimate and elementary-school marks; intelligence quotient and teacher's marks; numerical measure, single; physical-capacity index; prognostic tests; sex; teacher's judgment."

Though before the year 1910 most of the city schools of this country had done

EDITOR'S NOTE. Sister Eleanore has reviewed the literature on organizing the curriculum for the bright pupil and has digested many of the suggestions to be found in that literature. We present them here to keep before you the problem of the bright pupil and that you may consider the proposals for their possible application to your own situations. You will find an excellent warning in many parts of these articles concerning the injury that may come to the bright pupil because of our neglect and unintelligent handling. This is the second paper of the series.

but little more than was done in the little red schoolhouse with its eight grades in one room to achieve homogeneous rather than heterogeneous grouping of pupils, since that time there has been a growing recognition of the beneficial effects of segregating children into groups so far as possible of similar mental and social abilities. Various experiments have been made with a view to finding the best bases for grouping

children, and those listed above seem to be the most popular.

Homogeneous grouping is not the same thing as ability grouping, as is seen from the foregoing list of bases. It may be done for the purpose of remedial work or for the purpose of preparing a certain group for college. Yet for the most part the needs, aims, and objectives of pupils are in great measure dependent upon and determined by their abilities. Since we are interested primarily here in the bright pupil we shall list the advantages for him in homogeneous grouping. First, superior pupils usually do more and better work in homogeneous than in undivided classes. Second, pupil attitude is improved; that is, superior pupils are less apt to develop lazy habits, just as inferior ones are less apt to acquire the habit of failure. Third, teaching is made easier.

There is financial difficulty in small schools in securing sufficient teachers and sufficient rooms to handle homogeneous groups. Since the small school is in a large majority in the United States, this

⁵R. O. Billett, *Provisions for Individual Differences, Marking, and Promotion*, United States Department of the Interior, Office of Education, 1932, p. 149.

disadvantage makes such grouping almost impossible in many schools.

There are other disadvantages alleged against homogeneous grouping, but these are for the most part only imaginary. Teachers and parents are frequently so unprepared for the venture that they give credence to the theory that there is something undemocratic about sectioning pupils on the basis of intelligence, and that it is a species of "educational determinism."⁶ This argument is easily answered by the fact that to treat all pupils alike is the most unequal of treatments. To give each one opportunity to develop along lines for which he is fitted by nature is far more just.

Some persons argue that placing superior pupils in a group will tend to develop in them a feeling of superiority, and that placing inferior pupils in a group will tend to develop in them a feeling of discouragement. The effect is just the opposite. Superior pupils do not find it so easy to excel when grouped with their peers and inferior pupils do not find so much cause for discouragement when grouped with their equals.

Some commentators fear that superior pupils will be injured by overwork when segregated. Overwork does not happen often and it need not happen at all when teachers and parents are sensible.

Special Rooms for Gifted Pupils

The plan of providing special rooms in which gifted children can be given special advantages has been tried and found successful in some of our large schools: Worcester, Mass.; Baltimore, Md.; Indianapolis, Ind.; Cincinnati, Ohio; Harrisburg, Pa.; Boston, Mass.; Louisville, Ky.; Lead, S. Dak.; Framingham, Mass.; Jacksonville, Ill.; Lincoln, Ill.; Champaign, Ill.; Urbana, Ill.; Rockford, Ill.

It would indeed be ideal if all gifted children could be given rooms to themselves and so far as feasible, individual attention. T. S. Henry makes the following recommendations on this plan:

1. The enrollment of a special room for gifted pupils should represent a selection of approximately the top 10 per cent of the ordinary school population in the grades which are to be represented.

2. Health should be an important factor in the selection of the pupils.

3. The method of selecting gifted pupils should be by mental tests, not by teachers' estimates of the pupils' ability or estimates by school administrators from marks.

4. The teacher of a special room for gifted children must possess a large fund of general information.

5. The teacher must have had adequate

⁶W. C. Bagley, "Educational Determinism; or Democracy and the I.Q.," *School and Society*, 15, April 8, 1922, pp. 373-384.



The Bright Pupil

— Photo by Harold M. Lambert, Philadelphia

foundation in the theory and practice of education.

6. The teacher must be characterized by energy, enthusiasm, and an inspiring personality.

7. The teacher in charge of a special room should be carried along with it in its advancement, and should remain with it as long as it retains its organization.

8. The special room should be equipped with movable desks, and should be well supplied with maps, charts, globes, pictures, and other aids to study.

9. In the special room for gifted children, drill should be decreased by about 50 per cent.

10. Likewise, explanation should be reduced about 50 per cent in amount, and needs to be given in much less detail than to ordinary pupils.

11. Emphasis should be placed upon the development of the pupils' initiative.

12. Much use should be made of the "principle of application."

13. Instruction should be as much as

possible by broad, underlying principles, rather than by detached facts.

14. An important feature of the teacher's method is the development of a proper perspective of the material of instruction.

15. The teacher of the special room for bright children need pay but little attention to discipline, beyond seeing to it that the pupils are kept busy.

16. If any of the pupils in the special room seem to be developing egotistic tendencies, the teacher should apply the "social check."

17. Corresponding to the special adaptations of method, there should be a readjustment of emphasis in subject matter.

18. The teacher of a special room for gifted children should be allowed wide latitude in modifying the course of study to fit the purpose of the room and the needs of the pupils.⁷

⁷T. S. Henry, "Classroom Problems in the Education of Gifted Children," *Nineteenth Yearbook of the National Society for the Study of Education, Part II*, Bloomington, Ill.: Public School Publishing Company, pp. 113-119.

Masters of Contemporary Catholic Education

Francis de Hovre, Ph.D.

The publication of *Les Maitres de la Pedagogie Contemporaine* (The Masters of Contemporary Education) by Dr. Francis de Hovre, professor of pedagogy at Ghent, in collaboration with Dr. L. Breckx, was a significant international educational event. It revealed the character of educational movements in America and European countries, by competent Catholic scholars. We have asked Father de Hovre to make available the material on Contemporary Catholic Educators from his work, with such additions as he wishes to make. This series of sketches is the result. We regard their publication as a major contribution to Catholic educational thinking in the United States by revealing the character of Catholic educational thinking in all the principal countries of Europe. — The Editor.

FRANZ EGGERSDORFER (1879–)

Author of a Masterful Textbook on "The Formation of Youth"



His Life and Works: Franz Eggersdorfer was born, February 22, 1879, in Low-Bavaria. He was ordained to the priesthood in 1903 and devoted a few years to practical parish work. His first publication was *St. Augustine as Educator and His Meaning for the History of Culture* (1907). In 1911 he was appointed professor of philosophy and education at Munich and at Passau. Besides several articles and pamphlets on education, he published his most important work: *Jugendbildung, Allgemeine Theorie des Schulunterrichts* (The Education of Youth; General Theory of

Formal Teaching) third edition; edited in the *Handbuch der Erziehungswissenschaft* (Handbook of the Science of Education) (Munich, J. Kösel).

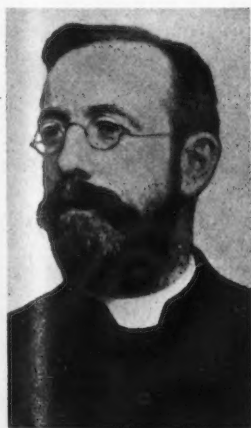
Significance: 1. Eggersdorfer was the first to study the educational meaning of *St. Augustine*.

2. *Jugendbildung* is a synthesis of the science and art of teaching, in the spirit of Willmann.

This treatise has at once been hailed as a model of this branch of literature. By this work, Eggersdorfer has earned a secure place in German Catholic pedagogics.

THOMAS EDWARD SHIELDS (1862–1921)

Philosopher of Catholic Education and Pedagog of Religious Instruction



Life: Thomas Edward Shields was born May 9, 1862, at Mendota, Minn., and educated at St. Francis Seminary, Milwaukee; St. Thomas Seminary, St. Paul; and St. Mary's Seminary, Baltimore. He did graduate work at Johns Hopkins University, Baltimore, and at the Catholic University of America. In the field of education he trained himself in large part by the process of self-education. Problems in the field of biology especially interested him. He became a professor of psychology at the Catholic University of America in 1907 and

continued to teach psychology and education until his death in 1921.

Works: *The Education of Our Girls* (1907); *The Making and Unmaking of a Dullard* (1909); *Psychology of Education* (1904); *Philosophy of Education* (1921). He prepared a teachers' manual of primary methods and wrote several readers and manuals for instruction in religion. He was instrumental in the organization of the Catholic Education Press in 1909.

Significance: 1. Under his stimulus the Catholic University of America became an important center of pedagogical activity. Such men as Monsignor Ryan, and Fathers Cooper, Jordan, McCormick, Johnson, and others worked there in association with him. They published at the University the *Catholic Educational Review*, the Catholic University Pedagogical Series, and a succession of educational research bulletins.

2. Dr. Shields felt above all the need for a Catholic philosophy of education, and his work in this field has great merit.

3. Above all he made for himself a name in developing methods of religious education (the Shields Method).

LINUS BOPP (1887–)

Theologian, Educationist, and Psychologist of Adolescence



His Life: Linus Bopp was born in 1887 at Limbach (Baden). He studied theology in Freiburg and was ordained in 1909. After his doctorate in theology he was appointed lecturer at the University of Freiburg, and in 1924 he was made professor of pastoral theology at the same university.

His Works: *Weltanschauung und Pädagogik* ("Weltanschauung" and Pedagogy); *Moderne Psychoanalyse, kath. Beichte und Päd.* (Psychoanalysis, the Catholic Sacrament of Penance, and Pedagogy); *Das Jugendalter und sein Sinn* (Adolescence and Its Significance);

Die erzieherische Eigenwerte der kath. Kirche (The Special Educational Values of the Catholic Church); *Allgemeine Heilpädagogik* (General Pedagogy for the Handicapped); *Katechetik* (Catechetics) (1935). His *Liturgische Erziehung* has been translated into an English edition as *Liturgical Education* (Bruce, Milwaukee, 1937).

Significance: 1. Professor Bopp was one of the first Catholic authors to publish a penetrating critical study of psychoanalysis.

2. His second great merit is his *Psychology of Adolescence*.

3. His *Heilpädagogik* is an excellent textbook on the education of the backward and abnormal child.

4. His book on the *Special Educational Values of the Catholic Church* stands out as a remarkable apology of Catholic education.

5. His *Catechetics* must be considered the best on this subject.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Christmas Greetings

Peace be to you—the peace which passeth all merely human understanding.

The Peace of Christ and the Love of Christ be yours.

Peace on Earth to men of good will.

Merry Christmas.—E. A. F.

Christmas in the Liturgy

The mind of the Church has one of its finest expressions—if not its finest—in the liturgy. It is a good practice as one sees the devotion to a saint perverted, as is so often done, for example, in the case of St. Therese of the Little Flower to go to the liturgy. It is a good practice when the true spirit of Christmas is lost or submerged under a growing commercialization, to go to the liturgy. What are some of the Christmas thoughts which the liturgy would have us call to mind and meditate upon? At least some of them are:

"The Lord said to me: Thou art my Son, this day have I begotten thee" (Introit, Midnight Mass).

"Dearly beloved: The grace of God our Saviour hath appeared to all men, instructing us that, denying ungodliness and worldly desires, we should live soberly, and justly, and godly in this world, looking for the blessed hope and coming of the glory of the great God and our Saviour Jesus Christ, who gave himself for us, that he might redeem us from all iniquity, and might cleanse to himself a people acceptable, a pursuer of good works. These things speak and exhort: in Christ Jesus our Lord" (Epistle, Midnight Mass).

"Let the heavens rejoice, and let the earth be glad before the face of the Lord, because he cometh" (Offertory, Midnight Mass).

"A light shall shine upon us this day: for our Lord is born to us; and he shall be called Wonderful, God, the Prince of peace, the Father of the world to come; of whose reign there shall be no end" (Introit, Mass at Dawn).

"Blessed is he that cometh in the name of the Lord; the Lord is God, and he hath shone upon us. This is the Lord's doing, and it is wonderful in our eyes. Alleluia, alleluia" (Gradual, Mass at Dawn).

"May our gifts, we beseech thee, O Lord, be agreeable to the mysteries of this day's nativity, and may they ever give unto us peace: that, as he who was born as man shone with the light of the Godhead, so these fruits of the earth may bestow on us what is divine. Through the same Lord" (Secret, Mass at Dawn).

"Rejoice greatly, O daughter of Sion, shout for joy, O daughter of Jerusalem: behold thy King comes, the Holy, and the Saviour of the world" (Communion, Mass at Dawn).

"All the ends of the earth have seen the salvation of our God; sing joyfully to God, all the earth. The Lord hath made known his salvation; he hath revealed his justice in the sight of the Gentiles. Alleluia, alleluia. A sanctified day hath shone upon us; come ye Gentiles, and adore the Lord; for this day a great light hath descended upon the earth. Alleluia" (Gradual, The Third Mass).

"Hallow, O Lord, the gifts we offer by the new birth of thine only-begotten Son, and cleanse us from the stains of our sins. Through the same Lord" (Secret, The Third Mass).

What is a High-School Graduate?

Marks constitute a very important aspect in school administration, though intrinsically they may have no—and this seems to be the fact at times—relation to education. On them depend promotion and graduation and transfer from one institution to another. Presumably then they are not merely a necessary evil of academic bookkeeping but do represent some substantial evaluation of the students' progress or advancement in education.

The Carnegie Foundation's bulletin, *The Student and His Knowledge*, has some interesting comments on student grades and teacher marking that deserve discussion. We open the subject:

The obvious fact is the amazing variation and variability of marking practice. The report remarks if admission to college is determined by high-school grades and high-school graduation, "there is little wonder at the heterogeneity in college classes." But let us look at some of the facts of "marking" practice. The report says:

"For our purpose the most conspicuous feature of the chart is the fact that the same letter grade has widely different meanings in different high schools. In one-fourth of the schools, about 14 in number, the average English score of pupils who received the letter grade 'A' was 153 or less, yet 14 other large high schools had groups of pupils, all marked 'B,' who averaged from 152 to 260; and one school had a group averaging 205, all of whom were marked 'D.' The score 205 is above 96 per cent of the whole 26,000 cases. In one of nine schools having groups marked 'F,' or 'failure,' these failures averaged 145, which was about the average score of all the 'B' groups and was above the average of 'A' pupils in six schools."

There is at times a disturbing relation between the intelligence test (Otis) and the average grade in English for the eight semesters.

Twelve per cent of the "A" groups are lower in intelligence than the average "B" group.

One "B" group is above the "A" groups in 90 per cent of the schools.

One "C" group is above the average of the "A" groups.

The figures above refer to the 56 large high schools in Pennsylvania outside of Philadelphia. The facts for individual schools are no less striking. In one school the "A's" average 43 on the intelligence test and in another the average was 71. In one school the "A's" averaged 130 on the English test and in another the average was 265.

The contrast between individual schools is brought out sharply in the contrast between an obvious superior school and three others. The superior school (called in the study, School 48) is thus described:

"School 48 is obviously a superior school, since A, B, and C letter-grade groups are all above the statewide average in intelligence. There were no F-grade pupils in this school; yet in spite of the outstanding superiority of its pupils, only one received an A grade. Both the B- and C-grade pupils from this school, aggregating 144, and even the D-grade group of 46, secure English test-score averages far above the English averages of the A-grade groups from the other three schools. In intelligence-test scores the B-grade pupils from this school are above the averages of the A-grade groups from all but nine of the 55 schools that had A-grade pupils. Its C-grade pupils are above three-fourths of the B-grade averages, and above the averages of the A-grade groups from one-third of the schools that reported."

The contrast is thus presented:

"Schools 49, 28, and 12 are in violent contrast with School 48. School 28 will serve for illustration. This school gave the grade of A in eight semesters of English to 29 seniors who are below the C pupils of School 48 in intelligence scores and very far below in English test averages; they are much below even the 46 D pupils in School 48 in English. School 28 gave the B grade to 94 pupils who are below all the letter-grade groups in School 48 in English, and who barely exceed the intelligence average of the D group in that school. The B group in School 48 has an average above the statewide 85th percentile in both English and intelligence, while in School 28 the B-group average stands at the 36th percentile in English and at the 35th in intelligence. In School 48 the 93 C pupils are at the 99th percentile in English and at the 68th percentile in intelligence, while in School 28 the 53 pupils in the C group have an average at the 19th percentile in intelligence and are at the same point in English."

The reports for the small high schools show the same variability as does the reports of the large high schools just reviewed.

From this data it is no wonder the Report asks the question: What is a high-school graduate? What is achievement in English, or in any other subject for that matter? It all depends so far as graduation and promotion and interscholastic transfer are concerned on the school and the teacher. As representing the achievement of a definite intellectual level, the marks seemingly have no meaning. With all our efforts to establish and to raise standards we have simply reached an educational quagmire. These results might create a slight suspicion that teachers really do not know exactly or approximately what is being aimed at in the educational process — the thing they are supposed to be rating or evaluating by the marks. Why not study your own situation? — *E. A. F.*

"For God and Country"

If the character of education were really understood — or would not be misunderstood for political or other propaganda purpose — there would be no need for Catholics meeting the false issue which is so well defined by the Pope in the following paragraph:

"Let it be loudly proclaimed and well understood and recognized by all, that Catholics, no matter what their nationality, in agitating for Catholic schools for their children, are not mixing in party politics, but are engaged in a religious enterprise demanded by conscience. They do not intend to separate their children either from the body of the nation or its spirit,

but to educate them in a perfect manner, most conducive to the prosperity of the nation. Indeed a good Catholic, precisely because of his Catholic principles, makes the better citizen, attached to his country, and loyally submissive to constituted civil authority in every legitimate form of government."

The kind of education which the Church is aiming at is an intellectual, moral, and religious training that will support every legitimate form of government as well as the Church as the Mystical Body of Christ.

The education that the Church is aiming at — perhaps we do not always succeed — is an education as broad as human nature, as many sided as human life, as high as the human soul. It is primarily a human education, rather than a national education or a racial education. It is devoted to the training of a divine humanity. If it succeeds in this, "all other things will be added to it." It is the primacy of man as man that is the central interest in Catholic education as it is indeed of *all* education without qualification worthy of the name. It is an education not subservient to government, nor regimented by the state. It is an education that will serve man under all his aspects as a citizen, as a worker, or as a body, as a mind, and as a soul. This is always true of Catholic Education as an ideal; may it come nearer to achievement in its everyday practice. — *E. A. F.*

The Home in Education

We are anxious to keep before the teachers in Catholic elementary and high schools the importance of the home and parents in the educational process. We regard education in the home as in a special sense with the sphere of *THE CATHOLIC SCHOOL JOURNAL*. We like to have more discussion of the pre-school child's education, or what Pestalozzi called the School of the Mother's Knee. We would like to see the nursery school, the play school, the kindergarten discussed in the light of their effects on home education. We are glad to publish in this issue of *THE CATHOLIC SCHOOL JOURNAL* the article on "Parent-Child Relations." We hope teachers will call the attention of parents to its practical suggestions, or make it a basis of discussion at a meeting of the Home and School Association.

Let us keep in our thoughts the basic service of the home in education. Instead of being ready to acquiesce too readily in the failure of the home in its educational function, let our effort be to rehabilitate it. — *E. A. F.*

It is Naturalistic—It is Materialistic

Do we Catholics attempt to settle too many problems, particularly on the platform, by epithets? Do we really settle arguments or problems or difficulties by a label?

Is it enough merely to condemn an educational proposal, particularly regarding method, by calling it materialistic or naturalistic? At least some of the proposals at which these verbal missiles are hurled are neither materialistic nor naturalistic in the philosophical sense. They are facts of human experience.

Would it not be better, if instead of using these words so often, we frequently stated the exact characteristic of the proposal which we condemn, and base the criticism or correction on the specific facts? This would seem fairer — and be fairer. We would be educating the public in the specific nature of the things condemned. We would be preparing them to be themselves critical, and what is more, we would be promoting an intelligent understanding of the character and defects of materialism and naturalism. — *E. A. F.*

The Play of the Three Shepherds

Which is in the Manner of a Mystery in Two Scenes
Not Over Long Written in the Pastoral Mood

William M. Lamers, Ph.D.

SCENE I

The Plains of Bethlehem on the Eve of the First Christmas

[The curtains discover Colin and Cuddy, shepherds both, watching their flock by night. The sheep are wholly obscured by the deep shadow, a fact not altogether regrettable in view of certain limitations of the stage. Colin and Cuddy are young men, good natured in the extreme. Clout, the third shepherd who appears shortly, is also young and good natured, but mentally paunchy and, like many persons of the type, a talkative bore. It is easy to suggest darkness by turning out most of the lights; and emptiness, by emptiness. The angels, of course, enter in a blaze of glory. Clothe these people as you will. It is not recorded that Jewish rustics were conversant with Theocritus.]

COLIN [yawning]:
Alack, ah well-a-day,
The silly sheep they stray,
Why must we shepherds waste the night
this way?

CUDDY:
I think it soon will pass
I'll down and nibble grass.

COLIN:
Why, Cuddy, who would watch then?

CUDDY [in a tone of feigned hurt]:
Why, let them watch me then.
I've watched them years nigh ten.

COLIN [sighing deeply]:
And what a trial my twenty years have
been.

[There is a shout of "hallo," followed by
the bleating of sheep.]

CUDDY [resignedly]:
Hark, do I hear a sound?

COLIN:
There are footsteps on the ground.

CUDDY:
My fears say that our good friend Clout's
around.

COLIN:
Clout is a precious lad.

CUDDY:
None better can be had.

COLIN AND CUDDY [vehemently, with
gestures]:
But if you ask us, we will say he's mad.

[Enter Clout.]

CUDDY:
Hello, my good friend, Clout!

COLIN:
Why do you gaze about?

CUDDY:
Come speak your piece and let our interest
out.

COLIN:
I knew I'd find you here without a doubt.

COLIN AND CUDDY:
He knew he'd find us here without a doubt.

CLOUT [clearing his throat and frowning
thoughtfully as he begins his discourse. The
others listen with bored resignation]:
You see it is this way —

Wise people always say —
That when in trouble you — you —

COLIN:
— Drive your friends away.

CLOUT:
It happened yesterday —

CUDDY [interrupting]:
— Or possibly last May —

COLIN [interrupting]:
The time is unimportant anyway —

CLOUT:
My father always said —
Good father, he is dead —

COLIN [interrupting]:
That there is truly nothing in your head.

CLOUT:
Well, let his sayings go,
I only wished to know — [a pause]
The very thought has plagued my patience
so.

COLIN [aside]:
Reluctant wind, so tardily to blow.

CLOUT:
You know these sheep of mine —

COLIN [interrupting]:
They dine, and dine, and dine —

CUDDY [to Clout]:
You call them sheep? I'd call them woolly
swine.

CLOUT:
Well, here's the thought I had —
It nearly drove me mad —

My father told me when I was a lad —

COLIN [with a gesture of despair]:
So that's the thought he had
That nearly drove him mad —

His father told him when he was a lad.

CLOUT:
I looked upon my sheep
When they were fast asleep
And in my head the strangest thought did
creep.

CUDDY:
O lucky, lucky sheep
To be so fast asleep
When in Clout's head strange thoughts
began to creep.

COLIN:
Speak your thoughts plainly out
Be forward, precious Clout
The two of us will soon resolve your doubt.

CLOUT [wiping his eye]:
My precious friends, now hear —
— Ah, me, I greatly fear
You'll think me soft because I shed a tear.

CUDDY [aside]:
We'll think you daft unless your story's
near.

CLOUT:
It was on yester e'en —
Or fortnight last I ween,
How time does fly on the poor shepherd's
scene.

I watched my flock at play
Throughout the dismal day —

[A look of blank astonishment spreads over
his face.]

— I clean forgot now what I want to say.
[He pauses. Cuddy raises his crook or hand
as if to hit him over the head. Clout pays no
attention whatever to him. Suddenly the idea
returns.]

CLOUT [resuming with a pleased smile]:
It was a little sheep
Standing in grasses deep
That did the deed that makes me lose
my sleep.

COLIN:
O wondrous, wondrous, wondrous, little
sheep.

CLOUT:
I wanted to pass by,
[He walks and gestures to illustrate.]
But when I bade him hie —

He only stood and stared me in the eye.

CUDDY [aside]:
Heroic sheep, such hazard to defy.

CLOUT:
And so I pushed him then,
And gentlemen, amen,
He uttered "Bah," to me of all good men.

CUDDY [with mock horror]:
Oh, what a pretty pass,
A lambkin in the grass
Not heeding master Clout, alas, alas.

CLOUT:
Come now my shepherds dear,
Resolve me of my fear,
Was this lamb jesting — or was he sincere?

COLIN:
So this is your grave doubt
So slow in coming out.

CLOUT:
Good friends, I pray, lend me your think-
ing stout.

CUDDY:
Why, this is a monstrous thing,
Beyond all reckoning,
Ah me, to give us for considering.

COLIN [with tremendous mock solicitude]:
How did it make the sound,
With narrow mouth or round?
Until we know no answer can be found.

CUDDY:
It is a mighty weight,
To settle a lamb's fate;
Proceed then Clout clearly to demonstrate.

COLIN:
Get down upon your knee,
That we may clearly see
How looked the lamb. And now say "bah"
to me.

[Clout gets down on all fours and says
"bah, bah," many times and in many ways.
Colin and Cuddy regard him with intent mock
seriousness. Suddenly a lamb in the hidden
flock repeats the sound and many others join
in chorusing it.]

CLOUT:
Masters, it should be plain,
It gives me fortnight pain
Upon this rocky meadow to remain.

COLIN [with a grand gesture]:
Come, climb upon your feet,
Your demonstration neat
Gives us the wherewithal to be discrete.
[Clout arises, rubbing his knees.]

CUDDY:
If you'd but watch our sheep —
They probably will sleep —
We'll give this matter all reflection deep.
[Clout looks at them stupidly as they

assume poses of profound reflection. Colin winks at Cuddy. Then Colin lies down.]

COLIN:

Come, Cuddy, be at ease,
Twill loose your faculties.
[Cuddy also lies down.]

CLOUT:

Remember that you're thinking, if you please.

[Colin stretches and yawns. Cuddy does likewise. Clout yawns and leans against his crook.]

CUDDY:

I think I'll close mine eyes,
The better to surmise.
Watch you my sheep, good Clout [he yawns], until I rise.

[They both fall asleep. Clout looks at them admiringly.]

CLOUT:

Oh 'tis a happy fate
That thinkers circulate
Among us lesser folk of empty pate.
[moment's pause.]
How deeply they must think,
They do not stir a wink,
As wondrous thought to wondrous thought
they link.

[Another pause.]

Ah, could my simple sheep
Make such reflections deep,
They would not waste their nights in empty
sleep.

[Colin snores loudly.]

A vocal, vocal thought
Dear are ideas bought.
Harken my lambkins [he yawns], you who
think of naught.

[He too is silent and almost asleep when suddenly comes the singing of the Christmas choirs. Clout looks up.]

CLOUT [shaking Colin and Cuddy]:

There's angels in the sky!

COLIN [opening one eye, very drowsily]:

Why, precious Clout, you lie.

CUDDY [with a sleepy yawn]:

Respect my thoughts. And that is that,
say I.

COLIN [to Cuddy]:

O dear, this thinking's sweet.

CUDDY:

So easy on one's feet.

CLOUT:

I told the truth, 'tis needless to repeat.

CUDDY [without much show of interest]:

How do my lambs, good Clout?

COLIN:

My lambkins frisk about?

CLOUT:

I hope they starve before the night is out.

COLIN [sighing]:

He hopes they starve before the night
is out.

CUDDY [sighing even more deeply]:

He hopes they starve before the night
is out.

[They yawn, turn over, and prepare to go to sleep again. Suddenly they are bathed with light. An archangel enters followed by a half-dozen lesser angels. The shepherds half rise and look on these with great fear.]

THE ARCHANGEL:

Glory to God on high.

CLOUT [rising, in a tone of fellowship]:

Amen, and so say I.

ALL THE ANGELS:

And peace on earth to men of charity.

THE ARCHANGEL:

I bring you words of joy —

Great peace without alloy —

CLOUT [interrupting]:

My father told me when I was a boy —

[Colin and Cuddy smother Clout's efforts to talk.]

THE ARCHANGEL:

Upon this chilly morn
A little King is born,
He lies within a manger all forlorn;
Outside of David's town
Upon no bed of down
But wrapped in swaddles in a manger brown.

COLIN:

Outside of David's town?

CUDDY:

Upon no bed of down?

CLOUT:

Wrapped all in swaddles in a manger brown?

ALL THE ANGELS:

Glory to God on high!

Salvation now is nigh!

Glory to God on high!

[Even as they speak the Angels disappear and the light of heaven fades.]

THE THREE SHEPHERDS [kneeling]:

Glory, glory to God on high!

See our Redemption now is nigh;

Glory, glory to God most high!

Praise be to Him who loves our nation,
Yet brings to all mankind salvation
Raising their spirits by incarnation.

COLIN:

The mountains hear and the voice of
thunder

Trembles aloft their perilous wonder.

CUDDY:

Strange dreams enter the souls of men
Sleeping the sleep of sin, and then
They cry out in the night of Bethlehem.

CLOUT:

Angels with tidings of celestial bright
Trouble the waters of the night —
These ripple and break in radiant light.

THE THREE SHEPHERDS:

Stirs now the universal frame

It knows its King and it knows His name.

All things advance to speak His Fame.

COLIN:

Come, gentle ram, and gentlest ewe,
Visit the manger, two by two —
Serious ram and solemn-faced ewe.

CLOUT:

Frolicsome lamb and lambkin too.
Waken, you sheepkins lying about —

CUDDY:

Hark to the wisdom of Master Clout —

CLOUT:

Fill up void night with your bleating cries,

Come, gaze on the King with wide innocent
eyes.

COLIN [placing one arm around the shoulder of Clout and the other around the shoulder of Cuddy]:

Come, ere the morning pries open the day,
To Bethlehem's manger let's make our way.

[Curtain]

SCENE II

The Manger of Bethlehem

[One sees the manger with the Child, the Blessed Virgin, and St. Joseph to the right of the stage. The view is intimate as though one side of the hill had been removed. The scene is dimly lighted by a lantern—wondrous anachronism!—that hangs on one of the walls. St. Joseph and the Blessed Virgin worship the Infant. Suddenly approaching cries of hallo disturb the silence. The Blessed Virgin does not so much as uncross her hands as St. Joseph with dignity moves toward the entrance. Enter the three shepherds.]

COLIN [breathlessly, to St. Joseph]:

Good sir, we shepherds are —

CUDDY:

And we have seen the star

COLIN AND CUDDY:

And that is why we come here from afar.

CLOUT [indignantly]:

It's just beyond the hill.

CUDDY [very seriously]:

But, oh, the night is still —

COLIN:

And when you haste, it takes a deal of will.

CUDDY:

Where is the Little King

Of whom the Angels sing?

CUDDY AND COLIN:

We really never heard of such a thing.

ST. JOSEPH [bowing very politely]:

The Infant lies within,

All neatly swaddled in.

CLOUT [with eager solicitude]:

He'll catch a cold if His poor blanket's thin.

CUDDY:

How does His mother do?

ST. JOSEPH:

Quite well, and I thank 'you.

CLOUT:

A cave's no place for gentle folk like you.

ST. JOSEPH [drawing aside the curtain that covers the entrance of the cave]:

I pray you step inside,

The opening's not wide,

But here tonight all heaven does abide.



The Shepherds Go to Seek the Newborn King

[The three shepherds enter the cave. Colin and Cuddy for the moment are serious. Clout is bewildered.]

COLIN [kneeling]:

Ageless and dateless infant King,
Shepherds and sheep lean homage bring.
Would like the angels we could sing.

CUDDY:

Would like the angels we could sing
Thine infinite glory, infant King,
Then shepherds and sheep meet homage
might bring.

CLOUT:

But sheep and shepherds their homage
bring;

Each in his fashion now doth sing
Glory unto the newborn King.

[Meanwhile in the shadows to the left of the stage there have been gathering the things of universal nature, come to render homage at the foot of the crib. Colin turns and notices these.]

COLIN:

All things that stand, all things that move,
Feel the awakening of love.

They open their mouths, they loudly sing,
"Glory unto the newborn King."

Good fellow, Clout, if you please

By two by two you'll bring in these.

[Clout rises and escorts the things of universal nature to the crib. As each pair or double pair completes its lines, it moves back and stands.]

COLIN:

Ye multitudes of Voiceless Things

Release the voice that in you springs.

[All Voiceless Things step forward. The two children in this role are covered with robes that flow from the top of the head. Eye holes

from the top permit them to see dimly but there are no sleeves.]

ALL VOICELESS THINGS:

Unstop our muted mouths and we Eternally
In worship totality,
Will laud Him utterly.

COLIN:

Straw from the manger where He plays
Cease silent worship now to praise.

[Two children step forward dressed in yellow and carrying in their hands bundles of straw.]

STRAW FROM THE MANGER:

Springtime lays His lovely head
On us who thought our spring had fled.

COLIN:

You mighty walls of David's town

Be to this exiled Child a crown.

[The Walls of Bethlehem render homage in the persons of two children dressed in stone gray and wearing turrets upon their heads. They move very stiffly.]

THE WALLS OF BETHLEHEM:

No city walls however stout
Could keep this Infant in or out.

COLIN:

Forward ye woods and trees, and sing

Meet chorus to the Newborn King.

[Two children, dressed in brown and green and bearing branches of spruce or fir, step forward.]

THE WOODS AND TREES:

Sing we the wise and mighty Good

Whose love will seek our shrinking wood.

COLIN:

Rise up, ye Everlasting Hills

Your long desire this Child fulfills.

[The Everlasting Hills step forward. They are symbolized by two children dressed in

long garments of brown and green. In their arms they carry the representations of clouds.]

THE EVERLASTING HILLS:

Ancient beyond our age — lost might,
This little Babe is born tonight.

COLIN:

Rivers and Seas that roll in might

Yield homage to your God this night.

[The Rivers and Seas, four children dressed in flowing blue robes, advance and bow reverently low.]

THE RIVERS AND SEAS:

We are a drop within His Hand;
He made us and the cupping land.

COLIN:

Sing Cherubim and Seraphim,

Choirs angelic, sing of Him.

[The Angels move toward front. Their language is half speech, half song.]

ANGELS:

Holy, holy, holy One

Eternal God yet Mary's Son

Begotten, 'ere the world's begun

Holy, holy, holy One.

[As the angels half chant, an unseen choir begins softly to sing a Christmas hymn.]

Lo bending heaven touches earth

To make this long awaited birth;

Time that was, and time to be

Are blended with eternity.

Then raise your voices, all creation,
Raise them in utter jubilation,
Upon this blessed, blessed morn,
Christ, your anointed King, is born.
[The whole stage is flooded with brilliant light. After a moment the tableau fades.]

[Curtain]



Nativity Playlet at Holy Trinity School, Bloomington, Ill. — This was a simple playlet for children. "The Play of the Three Shepherds" is intended for high-school students.

Practical Aids for the Practical Teacher

Christmas in Song and Story

A Unit of Work in English

Sisters of Charity, Convent Station, N. J.

And it came to pass, that in those days there went out a decree from Caesar Augustus that the whole world should be enrolled.

And Joseph also went up from Galilee, out of the city of Nazareth into Judea, to the city of David, which is called Bethlehem; . . . to be enrolled with Mary. . . .

And there were in the same country shepherds watching, and keeping the night watches over their flock.

And behold an angel of the Lord stood by them, and the brightness of God shone round about them; and they feared with a great fear.

And the angel said to them: "Fear not; for, behold, I bring you good tidings of great joy, that shall be to all the people:

"For this day is born to you a Saviour, who is Christ the Lord, in the city of David.

And this shall be a sign unto you. You shall find the Infant wrapped in swaddling clothes and laid in a manger."

— St. Luke, Chapter 2.

The voice was still. An angel had told the first Christmas story.

And suddenly there was with the angel a multitude of the heavenly army, praising God, and saying: "Glory to God in the highest; and on earth peace to men of good will."

A choir of angels had sung the first Christmas song.

After the angels had disappeared and darkness had again settled on the hillside, the shepherds said one to another, "Let us go over to Bethlehem. . . ."

And they came with haste and they found Mary and Joseph, and the Infant lying in a manger.

Since that first Christmas every age and every tongue have told their Christmas stories and have sung their Christmas songs. These, too, are true, if like the "good tidings" the shepherds heard, they lead us to the manger to find the Infant Christ. As we kneel there, another angel, the Christmas Spirit, will whisper to us the real meaning of the wonderful tale, "God hath so loved the world as to give His only Son."

The wonderful story, "The First Christmas Night" is beautifully told by Mother Loyola in *Jesus of Nazareth*. If this book is not in your class library and if you cannot obtain it at the public library, ask your teacher to read the account to you. I think you will enjoy it.

After reading Mother Loyola's story of the first Christmas, you will want to read other Christmas stories, none of which could have been written, or even thought of, if Christ had not been born in Bethlehem.

Such a list of books is called a bibliography. Notice how each title is written. Which letters are capitalized? What difference is there between these titles and the chapter title "The First Christmas Night"? Between these and "Anetka's Carol," a story found in *The Christmas Nightingale*? Between these and the poem "A Visit from Saint Nicholas"?

Remember: Titles of books are underlined (or printed in italics); titles of chapters, short

stories, and poems are enclosed in quotation marks.

These books were found by one class in the public library:

Title	Author
<i>The Birds' Christmas Carol</i>	Kate Douglas Wiggin
<i>This Way to Christmas</i>	Ruth Sawyer Durand
<i>The Christmas Angel</i>	Katharine Pyle
<i>Merry Christmas to You</i>	Wilhelmina Harper
<i>The Christmas Nightingale</i>	Eric P. Kelly
<i>Christmas—A Book of Stories New and Old</i>	Alice Dagliesh
<i>The Feast of Noel</i>	Gertrude Crownfield
<i>Book of Christmas Stories for Children</i>	Maude Owen Walters
<i>Christmas in Storyland</i>	Van Buren and Bemis
<i>Christmas Stories and Legends</i>	Phebe A. Curtis

Your class may make a bibliography similar to the one above, to direct your reading.

Watch for new words as you read. Your dictionary will help you to make them your own.

Introducing Book Friends

A Book Review

Do you remember last year's Christmas party at Mary's home? There was a boy there whom you did not know. You recall that Mary brought you over to this stranger and said, "Bob, I want you to know Billy Acker. Billy, this is Bob Jones." Of course, you were glad to meet Mary's friend, and you said so. You and he chatted together for a few minutes. Then the games began and you separated.

You had been introduced to someone and in a few minutes you had learned something about him? And wasn't there something in his speaking that interested you? (Our conversation does show something about us.) But did you feel that you really knew Billy Acker? No, that came later as you spent more time with him.

One of the great pleasures derived from reading books is this: we become acquainted with so many interesting, lovable people. Sometimes our book friends become very real to us, so real that we want our other friends to know them, too. This is the way Louise, a fifth-grade pupil, introduced *The Birds' Christmas Carol*:

THE BIRDS' CHRISTMAS CAROL

Have you always thought that a Christmas carol is a song? I did, until I read Kate Douglas Wiggin's book, *The Birds' Christmas Carol*. Then I discovered this Carol to be a little girl who had been born while the bells rang out on a still Christmas morning. Although Carol became delicate as she grew older she continued to make happy everyone with whom she came in contact. This was particularly true for the Ruggles, a family of nine poor but unusual children, and their hard-working mother. How I laughed when I saw the Ruggles getting ready

for Carol's Christmas party! The unselfish Carol and the funny Ruggles are people you will enjoy knowing.

In grown-up language we call what Louise said a *book review*, which simply means that after she had read the book, she reviewed it; that is, looked at it again (with the eyes of memory, you understand) and then told us what she saw. But didn't she do more? Yes, she also let us know what she thought about the book and how much she had enjoyed it. Do you think her classmates wanted to know Carol and the Ruggles children better after being introduced to them? How could they become better acquainted? By reading the book. I think that is just what Louise hoped they would do.

Which of the books on the Christmas list are you reading? Who wrote it? Are you enjoying it well enough to introduce it to your classmates when you finish it? What do you particularly like about it?

Think out the answers to these questions. Plan how you will answer them in introducing a new book friend.

Then, you will be ready to make a book review.

Adding to Our Book Friends

A Business Letter

One class wanted a book to help them plan a Christmas program. They decided to buy a copy of *Christmas*, by John N. Then, for their class library. Their bookstore didn't have one, so they did their business by letter. Such a letter is called a *business letter*. Here is the one they wrote:

Our Lady of Lourdes School
Valley Way
West Orange, New Jersey
December 2, 1936

Bruce Publishing Co.
524 N. Milwaukee St.
Milwaukee, Wis.

Gentlemen:

Please send us one copy of "Christmas" by John N. Then. We are enclosing a money order for one dollar and fifty cents (\$1.50) to pay for the book.

Very truly yours,
Grade Five

Perhaps your class wishes to make a lasting friend of some Christmas book. Giving it a place in your class library will bring joy not only to you but to the children of next year's class as well. Will that be aiding the work of the Christmas Spirit?

Will you purchase the book you have decided upon by letter? How will this *business letter* differ from a friendly letter? What will you write after the heading and before the salutation? In what other place will you write this same information? What punctuation mark will follow the salutation? If you are not sure how the title of your book should be written, read your bibliography again and notice how you wrote the titles.

Sharing New Christmas Experiences

A Report

Another great advantage derived from reading books is this: we gain a richer, deeper knowledge of persons, places, and events. Some we may have heard of, but have not really known; others may be altogether new.

Boys and girls of one class found the word *carols* mentioned so often in their Christmas reading that they wanted to know more about them. A committee was appointed to make a report on Christmas carols.

First, they went to the library and consulted the card catalog. They asked the librarian to help them choose the books. The table of contents and the index of each book helped them to find material quickly. They made notes of this material. Then they made the following outline:

1. What carols are.
2. Difference between a carol and a hymn.
3. Religious carols.
4. Some carols that tell of customs.

Each member of the committee prepared to talk about one topic of the outline. Listen to their reports:

CHRISTMAS CAROLS

The word *carol* used to mean "music for a ring dance." Long ago the peasants of Europe sang with joy as they danced around the Christmas altar and the crèche. As time went on the music of each ring dance became associated with certain words.

A hymn is a song of praise, but a carol is a song that tells a story. Though all the carols are not religious songs, they all deal with some great feast of the Church. Of all these folk songs none are as gay as the Christmas carols.

The carols that we know best are the religious songs of Christmas. Some that we know and sing are: "O Little Town of Bethlehem," "It Came upon the Midnight Clear," "The Birthday of a King," and "Silent Night! Holy Night!"

Other Christmas carols tell of customs of the land in which they are sung. The German people sing about their Christmas tree, *Der Tannenbaum*, and wonderful stories about the star of Bethlehem as they march behind a large gilt star hung on a fishing line. One Norwegian carol honors the Christmas gnome, *Julenisse*, who is made happy by a bowl of rice set out for him in the barn to refresh him after he has piled the gifts under the tree. But the merriest carols of all are sung in England as the Yule log is dragged home and the halls are decked with the cheerful Christmas holly.

Your class might appoint a committee to visit the library to find Christmas material on which to report. Do you remember how to use the card catalog? Will you consult title card, author card, or subject card?

Here are some interesting topics. Can you think of others?

1. What is a crèche? The children of some countries build one at Christmas time. Would you like to read about it and tell your classmates what you learn?
2. When you go to Mass on Christmas morning, you will make a visit to the Crib. Do you know that the first Crib was built by St. Francis of Assisi? Who will volunteer to read the story, another *true* Christmas story, and relate it to the class?
3. The shepherds of the Holy Land, the name given to the places where our Lord lived, are very much like those who lived there at the time of the first Christmas. Wouldn't you like to know more of these people who were the first to

visit the real Crib? In telling what you find out to your classmates, you will share with them the pleasure you have had.

4. Many countries have Christmas customs that are quite different from ours. Would you like to appoint a committee to find out how children in some foreign lands celebrate our Lord's birthday? The librarian will help you to select the right books.

Pictures as Storytellers

Even before you were able to read, you may have had a book or several books that told you stories. What kind of books were they? Yes, they were picture books.

There are many pictures that tell the Christmas story. Some of them are:

Title	Artist
"The Announcement to the Shepherds"	Plockhorst
"The Arrival of the Shepherds"	Lerolle
"Holy Night"	Correggio
"Bethlehem"	Hoffman
"Adoration of the Magi"	Luini
"Holy Night"	Muller
"Adoration of the Shepherds"	Bouguereau

Your teacher has some of these to show you. She will help you to understand the story each tells. Your public library may be able to provide you with others. In order to have a daily reminder of the coming of the world's first Christmas gift, you may wish to get one of these pictures for your classroom.

Here are the names and addresses of some companies who can provide you with copies of the great pictures of the world:

The Perry Company, Malden, Massachusetts.
The Art Extension Press, Westport, Connecticut.

Curtis and Cameron, Boston, Massachusetts (for Copley prints).

Elson Art Publication Company, Belmont, Massachusetts.

Gramstorff Brothers, Malden, Massachusetts (for Soule prints).

The University Prints, Newport, Massachusetts.
Own Publishing Company, Dansville, New York.

At other times during the year we may want pictures. Shall we write for catalogs, so as to know just what pictures we can get on any subject?

Telling Our Own Christmas Stories

Oral Composition

Have any of the Christmas stories you've heard or read reminded you of a Christmas experience of your own? Was it enjoyable, surprising, unusual? What has made you remember it? Can you tell it in such a way that your classmates will re-live it with you? What aids to good storytelling will you practice?

Would you like to tell a story to your classmates that they would enjoy as much as Mary's classmates enjoyed this one that she told?

When I awoke, everything was as quiet as could be. "Christmas! It's Christmas!" I thought excitedly. Downstairs, I knew, was the tree ready to sparkle with light and color the moment a wall button was touched. But what lay under that tree? Did I dare? I shivered as I noiselessly wriggled from between the sheets. Along the dark hall I crept. Down—down—another step—softly, slowly. Just three more when—stumble, bump, bang! I think you can guess my resolution as, bruised and ashamed, I crawled back into bed.

If you have enjoyed Mary's story, you may be able to tell why her classmates enjoyed it.

Notice how Mary's entire story was about one thing; she didn't bring in details that had nothing to do with it. Then see how she has told it. Did her first sentence arouse your interest and make you wish to hear more? Another good point in her storytelling was her choice of words. Look at some of them. Do *wriggled*, *crept*, *sparkle*, *crawled* tell exactly what Mary meant?

Can you sum up some points that make a story a good one? What resolution are you making about the story you will tell?

Acting Christmas Stories

Dramatization: Another Form of Oral Composition

How much imagination have you? Imagination is that wonderful faculty within you that enables you to see the pictures painted by words. It is the faculty you use when you play a game of "make believe" or "let's pretend." It is the faculty that the authors of the books you have been reading used to make their writings interesting and alive.

Can you imagine yourself one of the shepherds who went to the stable of Bethlehem so soon after our Lord had been born? Pretend you are returning to your flocks with one of your companions. What are your feelings? What are you saying? What are you doing? Now get ready to act your part before your classmates. Such acting and speaking is called *dramatization*. It is a fine test of imagination. It is also a fine way of increasing and developing this gift.

There are many other incidents you may wish to dramatize such as:

The Wise Men before King Herod.

The meeting of a child of today with a shepherd of Bethlehem's long ago.

A conversation which may have taken place the day after Christmas between the innkeeper and one of the shepherds.

The number and variety of incidents you can think of for dramatization will be another indication of how much imagination you have.

Writing Our Own Christmas Book

Written Composition

Imagine a world without books! Once upon a time that's just what our earth was. True, there were stories and storytellers, too, who went about telling and singing brave and wonderful tales. Some of these tales were so well told that people remembered them. Mothers told them to their children, and these children, when they grew up, told them to theirs. So the stories lived. Afterwards when printing had been invented and books had become plentiful, many of these old, old stories were written down so that everyone might enjoy them.

Have pupils in your class told Christmas stories that have been so good that you want to remember them and have others enjoy them? How might this be done? Yes, by writing them. The class may have so many really fine stories that a *Book of Christmas Stories* by Grade Five might be written.

You know that when a story is written more must be thought of than the story itself. The arrangement of the paper, spelling, and the rules of capitalization and punctuation must not be forgotten. Would this be a good time to spend some time in reviewing and drilling on these important points?

Making a Story Live

Writing Conversation

Have you ever noticed that conversation between characters is one of the things that makes a story real and the people in it alive?

Conversation will also help to make the stories you write live.

A Lesson on Writing Quotations

Do you remember the story of the first Christmas as told by St. Luke in the Bible? Pretend that you are the shepherd who spoke after the angel departed. What did you say? Write your words on the blackboard. Now, let us all look at what John has written. Let us go over to Bethlehem.

Who said, "Let us go over to Bethlehem"? Write that before the words that John has written on the blackboard. Now see what we have.

The shepherd said Let us go over to Bethlehem.

Since the shepherd's exact words are known as a quotation we enclose them within quotation marks. We also show the separation between the quotation and the speaker of it by placing a comma between them. Now we have our complete quotation.

The shepherd said, "Let us go over to Bethlehem."

Notice that *Let* is still written with a capital letter.

Practice in Writing Quotations

Why does practice help us in playing a musical instrument, in playing a game, in penmanship?

Practice helps us in our English work, too. For instance, a boy, or girl, who has practiced punctuating quotations will punctuate conversation in his written stories correctly automatically. That leaves his mind free to think of how he will tell his story, which is really the most important thing to think of.

Can you capitalize and punctuate these sentences?

1. The Magi said we have seen His star in the East and are come to adore Him
2. The storyteller began it happened many years ago
3. The child whispered I wonder if that is for me
4. Santa Claus shouted a Merry Christmas to all

5. The innkeeper announced there is no room
How many words did you find in the above sentences that were used instead of *said*? Can you think of others that could have been used? A wide knowledge of words and their meaning is just one more factor that helps our storytelling.

Christmas in Song

Poets are among the singers of the world. That is one reason why the poem we shall read today is called a "carol." Another reason is that, like every poem and all music, it has rhythm. Notice how you can keep time to the swing of the words as they are read aloud.

A CHRISTMAS CAROL

There's a song in the air!
There's a star in the sky!
There's a Mother's deep prayer
And a Baby's low cry!
And the star rains its fire while the beautiful
sing
For the manger of Bethlehem cradles a King.

There's a tumult of joy
O'er the wonderful birth
For the Virgin's sweet Boy
Is the Lord of the Earth.
Ay! the star rains its fire and the beautiful
sing
For the manger of Bethlehem cradles a King.

We rejoice in the light
And we echo the song
That comes down through the night
From the heavenly throng,
Ay! we shout to the lovely evangel they
bring,
And we greet in His cradle our Saviour and
King.

— J. G. Holland

Did you hear a strange word in the poem? *Evangel* is another way of saying the "good tidings" that the angels brought to the shepherds the first Christmas night and that we hear at Christmas time, too. Do you understand now why St. Luke, who wrote the account of the birth of our Lord, and St. Matthew, who told us the story of the coming of the Magi, are called Evangelists?

Certainly a poem has more than rhythm. As you listen again, close your eyes. What pictures come to your mind? What sounds reach the ears of your imagination? What feelings stir in your hearts? Listen. . . .

There's a song in the air, etc.

As you listened could you see "the star rain its fire"? Did you hear "the beautiful sing"? Did a "tumult of joy" within your heart make you want to "shout to the lovely evangel" of the angels?

Perhaps you want to carry away and keep forever this gift of the Christmas Spirit brought to you by a poet? Memorizing "A Christmas Carol" will make your wish come true.

"The Welcome" by Father Leonard Feeney, S.J., is another Christmas poem. Its rhythm and story will delight you. It may surprise you with some of its answers to this question, "Who were there to welcome God?"

Then there's "A Christmas Greeting" which you will want to make your very own greeting to the little King, His Mother Mary, and dear St. Joseph when you visit them on Christmas morning.

Among the many songs of Christmas you will enjoy these:

- "A Desire" by A. A. Proctor.
- "A Child's Meditation" by Mathilde Tonry.
- "The First Christmas."
- "Christmas in the Heart."

Can We Sing Christmas Songs?

Writing Poetry

Perhaps you, too, can make the music of words tell a tale of Christmas. Do the sights and sounds inseparable from the merry season bring pictures to your mind? Can you put these pictures into words? Do they seem to sing a melody? If so, then perhaps you may hope to be a poet.

Write out the words of your poem. Your teacher will tell whether they "sing a song." She may tell you how to improve them.

O BLESSED EYES

O blessed eyes, that saw Him come at last,
The promised One;
O happy arms that held enfolded fast
The Eternal Son;

O heart that stored the memories that night
So sweet and stern:
Teach me to ponder Bethlehem aright,
To look and learn!

— Mother M. Loyola

Writing a Christmas Letter

What is the message the Christmas Spirit has been whispering to us over and over again during these last few weeks? Hasn't it been the happy secret of *Giving*? "God hath so loved the world as to *give*" it its first and lasting Christmas Gift, Jesus. We have tried during these days to respond to her voice by giving something, too. Our book reviews, reports, additions to our library, even our storytelling have all been guided by that thought, the giving of pleasure and joy.

If the true Christmas Spirit has entered our hearts we shall want to extend our giving further.

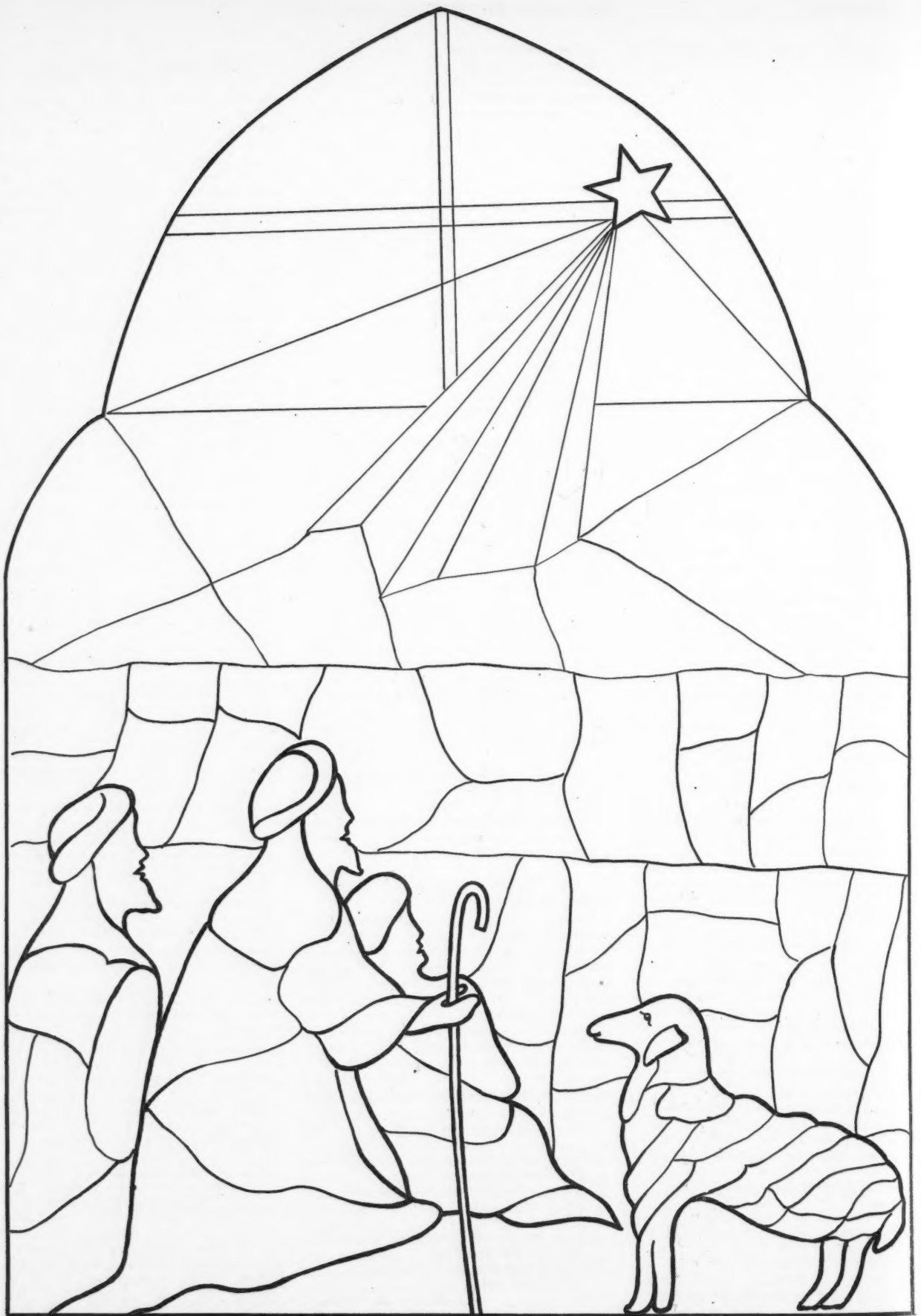
Let us consider the case of our parents. What shall we give them this Christmas time? Our love, yes. Gratitude, yes. Yes, to a hundred questions!

Perhaps nothing would bring them greater pleasure than the expression of your Christmas thoughts for them as written by yourself. The wealth of new experiences gained from this "Christmas in Song and Story" will surely aid you to write a real Christmas letter to Mother and Father. It shall be as though the Christmas Spirit really is beside you as you write. And she shall be very near when they, your parents, read.

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Fest of Noel, Gertrude Crownfield.
Children's Book of Christmas, J. C. Dier.
Christmas in Storyland, Van Buren and Bemis.
Christmas Customs
Christmas Everywhere, Elizabeth Hough Sechrist, Macrae-Smith, 1936.
 A Book of Christmas Customs in Many Lands. Revised and enlarged edition. "34 nations of the world represented."
Yule-Tide in Many Lands, Mary P. Pringle and Clara A. Uran, Lathrop Lee and Shepard Co.
Little Tonino, Hill and Maxwell.
 Magazines
 Suitable material for this topic, as well as for Picture study, poems, plays, posters, and decorations will be found in the December issues of the following:
Young Catholic Messenger; *CATHOLIC SCHOOL JOURNAL*; *The Instructor*; *The Grade Teacher*.
The Christmas Holiday Book, Dagliesh and Rhys.
 (This contains games, songs, music, poems and other Christmas material. The illustrations are not likely to develop a taste for the best in pictures.)
Storybooks of Christmas Reading Material
Stories of the World's Holidays, Grace Humphrey.
Stories for Every Holiday, Carolyn S. Bailey.
Stories Children Need, Carolyn S. Bailey.
For the Children's Hour, Carolyn S. Bailey.
Pearl Story Book, Ada M. Skinner.

¶ The Dionne Quintuplets are receiving a Catholic and French education. Their father, Oliva Dionne, recently, as a delegate to the French Canadian Educational Association of Ontario, thanked the Association for its efforts to insure a Catholic and French education for the children.



A Christmas Window Transparency, designed by Sister M. Lillian, O.S.F.

(For directions see "Concerning Christmas Decorations" on page 305)

Concerning Christmas Decorations

Sister M. Lillian, O.S.F.

Begin early! December, on account of the Christmas program and holiday vacation, is a short month. It is well for the teacher to have the room planned and decorated in advance.

Christmas decorating is a time both busy and enjoyable in our school. Each room has its own motif, so planned as to form a pleasing unity when all of the rooms are completed. Plans are outlined by the art teacher together with the room teachers several weeks before they take actual shape. This permits revisions of the plan of procedure, and a more careful selection of art mediums at a minimum expense. Both faculty and children are constantly becoming more art-minded, evidenced by a willingness to do extra project work in correlation with school studies, in addition to honor assignments in school work.

In carrying out the above plan, the primary-room pupils, were divided into groups according to individual ability, and the difficulty of the art problem. This same is true of all the other rooms. A less advanced group crayoned simple designs on tagboard made from original paper cuts. A more advanced group worked out a Christmas Eve Village Scene. Colored poster papers were used consisting of black for the sky; brown, orange and yellow-orange for buildings; green for trees, and a white foreground sprinkled with artificial snow. A cavellike formation of green boughs decorated with icicles was prepared for crib statues.

The intermediate room which had been studying design, showed interest in making an original continuous evergreen border against a sunset sky of blue and orange to be placed above the blackboard. Window poinsettia designs were made by a second group, while a third planned to make a corner attractive in evergreen branches adorned with colored cellophane ornaments and pendants previously made. Beneath this was placed a statue of the Christ Child.

The upper room worked on a camel frieze. A pale-blue tempera sky and natural bogus foreground (resembling silver) formed a subdued background for the three kings and camels, silhouetted in black. Window decorations consisted of a Bambino and original candle designs. Special joy was derived from a small fir tree, symmetrically perfect. It was simply but artistically trimmed in silver stars and silver icicles in varying lengths making irregular but attractive festoons.

An art church window motif furnished a basis for illustrating the Bethlehem Story in our high-school home room. Crib and shepherd transparencies were made for the windows. Church windows were painted in pastel colors—one, a geometric design, the other a Madonna and Child. Blackboard illustrations were designed in chalk to bear festive greetings.

Helpful ideas for Christmas planning may be gained from Christmas cards, gift wrapping paper, attractive advertisements, art pictures, sometimes ideas are seen in unusual places. We do not copy, but plan by using all available materials.

Favorable comments from interested parents and outsiders indicate a sympathetic attitude toward art. Provided there is willing co-operation among faculty members and earnest pupil activity, these projects will prove successful.

A program like this cannot be carried out

in too short a time. We have noticed repeatedly that our plans change completely after they have been made. Often the results exceed original expectations without an appreciable difference in the amount of work entailed. This growth cannot be realized unless there is ample time.

A Christmas Window Transparency

"May we make window decorations again this Christmas?" asked our high-school students. "Ours were so pretty last year!"

This question had been anticipated by the principal, who with me had outlined the scheme of Christmas decorations throughout the school.

She gave permission gladly, and work was begun at once. The church window transparency shown in this number was one answer to their question.

A matching transparency, showing the crib scene with Mary, Joseph, and the Child Jesus, was a later development of the same plan. The remaining three windows had a simple transparency made as a poinsettia design.

A casual glance might give the impression of a complicated undertaking, which it is. The transparency is made of tissue paper, crayon, cellophane, and tagboard, each of these having been chosen for its special fitness. The tissue paper was taken from that used to wrap cellophane, because it is translucent, and the rough side absorbs crayon readily. Crayon was used because its permanence of color, even in sunlight, and its pleasing brilliancy, are superior to other mediums. The tagboard gives a stiff body to the whole, while the cellophane gives a luster to the inner side.

This piece of work was successfully accomplished due to the students' working knowledge of the following: figures, pleasing space relationships, correct evaluation of color harmonies, and continued interest to complete

a more advanced art project than they had yet attempted.

As work progressed, some of the students viewed it from the street and gave helpful criticisms.

A few directions for this window design may prove valuable. The suggestions given here may be applied also in a more general way to original designs.

Before cutting the tissue to the desired shape allow a three-fourths-inch border around the drawing to furnish a backing for the double tagboard frame. Both frames are colored on one side with a green crayon, so that both sides are a finished picture.

Crayons should be applied heavily for best results. Use dark colors for dark areas, light colors for light areas, but apply all heavily.

The design was first drawn on newsprint. Changes were made until the whole was satisfactory. The spaces were broken up into those shown, after which the design was transferred to the tissue with carbon paper. Because carbon paper smears, each line was traced with India ink. The desired colors were indicated on the original newsprint copy as a guide in making the finished transparency.

In coloring, the horizontal planes from top to bottom are: blue, yellow and green; a series of violets in light and dark values, followed by oranges, greens, and yellows to bottom of picture. A dark green background shaded into blue silhouettes the white lamb. Light and dark areas may be examined by looking at the picture. Much of the beauty of the original is lost in the absence of actual colors used. Large areas of yellow and orange are most effective for they admit more light than darker colors. They also form beautiful contrasts with violet, blue, and green. Each shepherd figure has its own color harmony, complementary or analogous.

After the picture was finished, it was pasted to one tagboard frame; the cellophane, previously cut to the same size, was pasted to the second frame. The two frames were pasted together and the whole was ready for the window. Strips of transparent adhesive tape fastened it to the window.

Learning New Words

Sister M. Camilla, O.S.F.

Instead of assigning new spelling words every day, I make use of the following plan. It tends to lessen the routine of the daily lesson. After the preliminary exercises of Monday and Tuesday, nearly the entire class scores a perfect lesson on Wednesday and Thursday. By working with the same list of words all week they become more familiar with them than they do when five new words are assigned every day.

1. On Friday 30 new words are assigned for the following week. This gives the class time until Monday to use their dictionaries.

2. On Monday the words are again pronounced. Then they are written in syllables, marking the accent. After that they are given diacritical marking. This works out well at the blackboard, a small group of pupils writing, while the others make suggestions.

3. On Tuesday the words are again pronounced, then defined and used in sentences. The sentences are subject to class criticism. Tuesday's work is generally in the form of a socialized recitation, each pupil trying to have the best sentences.

4. On Wednesday morning the 30 words are spelled orally, sometimes as a contest,

but generally to win a perfect score for the lesson.

5. On Thursday morning the entire list of words is written in the spelling blank. Any misspelled words are written in a "hospital list" to recuperate until Friday.

6. On Friday, after receiving Thursday's "hospital list," we pronounce the 30 new words. The remainder of the spelling period on Friday is used for one or more of the following exercises:

a) Arrange the list of words in alphabetical order, as they occur in the dictionary.

b) Underline suffixes or prefixes and give their meaning. Find other words having the same suffix or prefix.

c) Find synonyms for some of the words.

d) Make word lists containing the different vowel sounds. Mark the vowels.

e) Make lists of antonyms or homonyms.

At the end of each month we have oral and written contests. In these contests the words learned during the month are given first, then any words learned during the term. New captains for each team are chosen every month. Only pupils who hold a perfect record for the month may be chosen captains.

Lessons in Creative Art: IV Lettering

Sister Margaret Angela, S.H.N.

Lettering is one of the essential mechanical processes of art, with strong foundation principles, which remain staple, in spite of the fluctuating tide of modern printing, with the omission of margins, irregular spacing, and the use of several types of printing on the same advertisement or poster.

With the principles followed, there are, however, many opportunities for creative ability, even in such an apparently conservative branch of art.

We observe in the commercial posters, in magazine and bulletin lettering, many innovations, a complete discarding of technical principles in form, spacing, and type. Be that as it may, we have an obligation to teach the principles of lettering. When our pupils become Sargents, Van Goghs, or Cezannes, it will be time enough for them independently to scatter rules and regulations to the four winds, and be original. It is well to remember, with a little consolation, that no matter how old fashioned art principles may be termed by people, these principles never change, but may and should serve as the foundation for very modern art. Herein lies our task as educators.

What kind of lettering may be used in the grades with the most profit? An endlessly discussed question, with a simple solution. Block lettering only should be used in the elementary grades, in two applications: the cut-out letter and the printed letter. Oh! it is

such a waste of time, a discouraging encounter, a futile battle, to delve into types of printing that will never be learned with profit. How much better to begin with simple theories which are basic and advance from there. The incessant measuring, ruling, with never a letter straight, going either up hill or down hill, with eighths of an inch growing into quarters of an inch, before the end of the line is reached. The tragedy of the teacher, and the hopeless discouragement of the pupil. Children, who enter our high-school classes in art, from our elementary schools, are deficient in the essentials of lettering. They are not able to cut letters nor to print letters, nor to space correctly. Appoint them to the task of poster making for the bulletin board, and the results are far from encouraging. Yet lettering is a mechanical process, to a great extent, and requires no special talent in art; no special gift in originality is essential for its success. The trouble lies in the sad fact, that lettering was not taught, nor the principles, on which the development of good lettering rests. Let us begin, then, with good will.

Cutout Block Letters

It is well to divide the cutting of letters into three groups:

1. The letters in the alphabet which may be cut without folding—C E F G I K L N S X Z.

2. The letters in the alphabet which are cut on the fold—A H M O T U V W Y.

3. The letters which are folded, in half of the process of cutting out—B D P Q R.

The letters cut on the fold, are easier for the children in the first three grades. The letters should be cut large and thick; large, so that the procedure may be more clearly understood; and thick, for the effect, stability, and ease in pasting a thick letter.

In teaching the letters cut on the fold, insist that the folded side be held in the left hand, or the hand next to the door, or next to the window. In this way the danger of cutting two halves of a letter instead of a whole, will be arrested, though you know, and I know, that mistakes will have to take place; no matter how securely we think we have fortified the children with directions to avoid all errors.

As the letters are needed for simple words, they should be taught. All letters cut on the fold should be utilized in the first three grades, with the addition of C, I, L, in Group I.

In the fourth grade, the cut-out letters, in all groups, may be used, and should, with dexterity and ease, be cut by the pupils.

In the fifth, sixth, seventh, and eighth grades, the letters should be cut easily, alertly, and perfectly, without any preliminaries, as to directions. It is well to call attention, in these

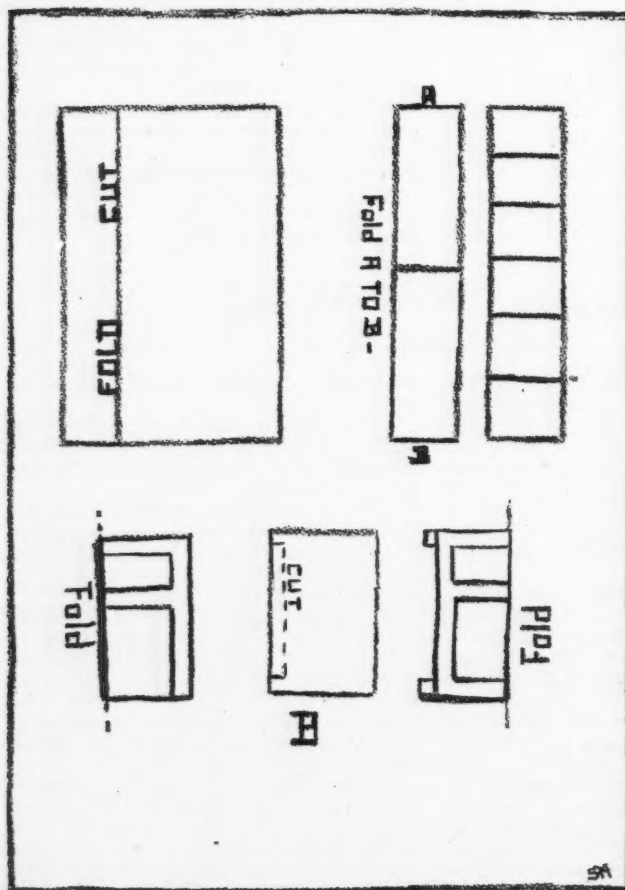


Plate I. Steps in Cutting Letters



Plate II. Letters in Place on a Cover

grades, to careful spacing of letters. All letters should be pasted close together with an equivalent to one eighth of an inch between letters. A light pencil line drawn with a ruler will act as a definite guide for the base of the letters to rest on. Gauge spacing between letters with the eye.

The wide spacing must come between words. This is important to remember; as important, as the closeness of letters in words. These two points are vital principles of good lettering. Very often pasting the center letter of a word and working out from the center in the process of pasting and arranging, is an easy method for the pupils, and insures a good margin on either side. Lettering should never touch the top, bottom, or side edges.

It is advisable to refrain from the cutting of the entire alphabet for a definite lesson, with the intention to teach the complete process at one time. It is disheartening to the pupils. Instead involve a word or so for a poster, with a design to illustrate, and interest and enthusiasm will go hand in hand.

The teacher's aim in presenting a lesson, is generally to establish a principle, plus developing the creative ability of the pupil. There is no reason, however, why principles should not be taught in a refreshing and delightful way. When the heart is glad and bright, it is easy to accomplish duties, often dull and drab, and it is our special mission, as religious teachers, to keep the hearts of little children singing as they ply their tasks.

Preparation for Cutout Letters

There is a responsibility and importance attached to the preparation of the paper for cutout letters and objects for the poster; so much so, that it is too bad not to utilize the opportunity for the pupils, and let them handle their own preparation. There will be slips and mistakes the first few times, but from personal experience, this method of procedure has worked out in many varied classrooms most successfully.

1. There should be two pieces of drawing paper on each desk, one for the cutout work, the other for the mounting of the designs and lettering.

First and second grades: Two pieces of 6 by 9 paper. Fold one sheet placed vertically on the desk; lower edge to upper edge—crease—cut on the fold—lay one half aside. Place the one-half sheet on the desk vertically, place lower edge to upper edge—fold—cut. These two small pieces will be for the letter, the extra piece, in case of failure with the first cutting. The one-half piece of 6 by 9 remaining, may be folded on the length, from which a bowl, glass, or some other object may be cut, to represent the letter cut. The letter and object may then be colored and arranged on the extra 6 by 9 paper, and pasted.

From the third grade on, words may be used. Fold 9 by 12 paper in half and cut. Using one of the halves, turn down a fold on the length of the paper about two inches or three inches in width; crease and cut on the crease. Fold this strip of paper, edge to edge, once, twice, on the vertical, creasing each time. This strip may be folded yet a third time, if the letters are desired smaller. From one strip, eight oblongs are obtained for letters. Cut on the crease of each oblong with care. There is one great difficulty in cut-out letters; it is that the children are inclined to cut and trim down their letters, in height and in width. Consequently, when the letters are pasted, some will be tall, while others will be narrow, the effect being anything but uniform and even. Warn the pupils not to touch

CHRISTMAS FOR CHILDREN

The young will rejoice today. It is pre-eminently the feast of childhood. They welcome the day with gleesome hearts. They see in their father's face a brighter smile, and their mother's embrace seems to them more tender than usual. — Cardinal Gibbons.

the outside of the letters, as their work is only with the inside of the oblong. The other half sheet may be used to cut three objects in contrasting shapes and heights. Contrast is an essential element in art.

Such a method, as stated above, saves much wasted energy for the teacher, while it trains children to shoulder their own responsibility and they are indeed far happier in so doing.

Printed Lettering

Printed lettering should be presented only in the fourth grade. Cutout lettering is sufficient for the first three grades; and rulers, though used a little, in the printed letter, are not in the hands of little children who can scarcely handle pencils and scissors.

Ruled pencil lines may be used to designate the spacing for the height of the letters required, one line for the top of the letters, and one for the base of the letters. A paper oblong, cut the height and width desired for the size of the letters, may be used with great profit. Fitting the oblong between the two drawn pencil lines, the two side lines for the letter are drawn against the paper oblong, then the oblong is moved along to complete the next space for the letter in line, the eye designating the eighth of an inch between letters. The teacher will find that with this little help, the interminable measuring for each letter, in routine monotony, may be omitted,

and more exact spacing will result. The only difficulty, is the letter "I"—which will require only a quarter of an inch and not the full spacing of the oblong. The foundation of the block letter is established with the oblongs placed in line for the building of the individual letter. Insist on at least a quarter of an inch thickness for the letters. No ruler is needed for the double formation of the letter. Use freehand lines.

All crossbars should be drawn just above the center of the letter. In the Roman alphabet, with the pointed "A," the crossbar is below the center, but in the block-letter construction the "A" crossbar will correspond with the other letters.

The letters, if desired, may be square, oblong. The general proportions for letters are: the height is twice the width, if there is any deviation from the squared letter. In a poster, the less important words are smaller in proportion than the words requiring emphasis, but the same type of printing is used.

For variation and sustaining interest, the seven motifs of design may be used, for the decoration or designing within the double spacing of the letter. Very delightful and original lettering may be worked out thus.

Lettering is useful in all branches of work which pupils may undertake, so every effort, on the teacher's side, should be extended to aid the pupil in his progress in acquiring the technical knowledge of lettering, for it will serve him well in future years.

Our efforts, as teachers, will be like the ever-widening circle of water, which occurs on the surface of a still pool, after a stone has been dropped into its placid depths. Our labors extend far beyond the actual child before us. On and on they reach until the evening of life closes in about us and the light of eternity reveals the rippling waters of our efforts, touching the very heart of God.

Reorganizing the Course in Arithmetic

When the statement was made in Chicago that no formal arithmetic was to be taught in the first two grades, many people misunderstood this and many erroneous notions were spread.

The learning of numbers and mathematical concepts begins earlier in the child's life than the learning of reading. The new course of study in arithmetic in Chicago recognizes this fact and does not leave out arithmetic in any of the earlier grades, including the kindergarten. It does change the method of teaching, however, so that these concepts are learned in connection with other subject matter so as to give them meaning.

Because of the abstract nature of formal arithmetic when it is begun, it should be taken up very much more slowly than has been the practice in the past.

In teaching reading, carefully graded vocabularies are made to fit the stages of the child's growth.

In teaching spelling, the child does not spell a word until he knows its meaning.

In teaching arithmetic, we have not been so wise. We have required the child to learn, by the end of the third grade, the numbers from 1 to 999, and the 390 fundamental number combinations. This constitutes about 95 per cent of the arithmetic vocabulary of an average adult.

What we expect of a child in school is so out of keeping with what we expect of him at home in the way of arithmetic ability that

the child has grown up to think of his school life as one kind of life, and his home life as quite another, because what he is expected to do in the two environments is so different.

We are led to ask, what's the hurry? In the moving up of topics for a better distribution, there is no loss of time or economy. This is true because at a later age the child can learn more in the same time than at an earlier age. Hence the final outcome at the end of the eighth grade is the same as under the old course of study and it is reached by means of a happier journey.

The wholesome effect on the child when he succeeds at his tasks cannot be overestimated. A consciousness of continual failure in not attaining a goal set for him is demoralizing to any child. The effect of moving up topics one year gives the child an opportunity to master as he goes along and thus establish confidence in himself, which is so essential to growth.

By not requiring formal arithmetic in the first two grades we hope to accomplish two things for the Chicago schools: (1) Make it impossible to develop inferiority complexes in children with respect to arithmetic; (2) make children happier beings as they encounter and progress through all the activities and learnings necessary to a mastery of the fundamentals of arithmetic. — J. T. Johnson, Chicago Normal College. From address at A. A. S. A. Convention.



A Christmas Window Cutout, designed by Sister Miriam, O.S.B.

Primary Grades Section

"Now 'Tis Christmas Time"

Sister Mary Mildred, O.S.M.

Of course, boys and girls, you are wise enough to know that the reason we have Santa Claus is because we are so glad that it is the birthday of the Baby Jesus, December the twenty-fifth, Christmas Day.

Would you not like to see how children of other lands get ready for the Baby King and hear what they call their Santa Claus? All aboard, then! Squeeze up tight and pack yourself into my fairy airplane and off we go! Whirrrrr!

Over the broad Atlantic Ocean we will fly to a little country called Denmark. To enjoy it all we must leave here in early autumn. All aboard, Mark and Tom, Jane and Mary! Up we go! Whirrrrr!

Like a swift dream our fairy ship glides through the bracing air. Fairy glasses and wonderful earphones soon catch sight and sound of a fleet of sturdy boats near a sheltered harbor.

"Oh, look!" cried Mark. "Each boat says from *Jutland!* We are over Denmark!"

"See all the children!" cried Jane. "Why do they crowd down to the boats?"

"Perhaps," said Mother (for who would think of leaving her at home), "perhaps if we listened we might find out."

And truly enough the voices of the children could be plainly heard.

In Denmark

"Oh, I want *that one*, that *big red one*," cried Nels. "I can save a *lot* of money by Christmas. Do give me that *big red one*."

"Here! Here! Right here I am," cried little Hilda. "I want the little blue one. I am so little and I have to take care of the baby. I cannot save much but I can fill that baby pig."

"What are they talking about?" cried Tom impatiently. "I shall break my neck trying to find out!"

"Hush!" said Mark. "The Captain is going to speak! Use your fairy earphones or you will not understand a word of what he says."

"Boys and girls," said the Captain, "who lives under the ground?"

"Nisson, the Christmas Brownie," shrieked all the children.

"If he comes on Christmas, how will you know who he is?"

"He is a little old man, with a large gray beard."

"Where will he put your presents?"

"He will put the older people's presents on the table, but ours on the Christmas tree," shouted one and all.

"How will you light the Christmas tree?"

"Our daddies will kill a cow before then and we will help our mothers make candles for the tree. They will be of all colors."

"What will you eat before dinner on Christmas Eve?"

"Rice cakes! Um! Good!" came the chorus.

"What will you eat at dinner Christmas Eve?"

"Apple fritters and roast goose," shouted all the boys.

"What do all the cows in Denmark do at midnight on Christmas Eve?"

A reverent hush fell over the crowd of Danish children. "All our cows wake up, stand, and *low* or *moo!* *moo!* to greet the Baby Jesus on His holy birthday," said all the children.

"You are good Danish children," said the Captain. "Step up, one by one. Pick out your Yule pig bank. Earn as many skillins (pieces of money, each worth about a penny) as you can before Christmas. Then break your pigs' backs and buy presents for all you love for soon we will sing 'Now 'Tis Christmas Time!'"

Whirrrrr! and off our fairy ship flies to Germany.

In Old Germany

"I don't want to see Germany as it is now," cried Mark. "Please make the fairy ship turn backwards about fifty years. I want to know my grandfather's Germany."

"Backward, turn backward,
O Time in your flight,
Let it be nineteen hundred
Just for tonight."

As these magic words fell on the air, present-day Germany disappeared from view.

"Oh!" cried Jane. "Who is that man? He looks like our Santa Claus with his big bag of nuts and candy, but our St. Nicholas never has a big bunch of switches!"

"That is Ruprecht," said Mother. "Let us go with him as he enters this house."

"Good thing we brought our fairy shoes," remarked Mary. "Hush! Tiptoe!"

Ruprecht now knocked on the door with the hard end of his whip. Inside the door clustered around a table were five children—Caspar, twelve; Isidore, ten; Josie, nine; Martha, seven; and little Louie, just five.

At the sound of the knock little squeals of delight came from the children, mingled, however, with fear.

"Go, Louie, go! It's Ruprecht! The youngest must always open the door!"

"Oooo! I'm afraid. See if I can say my prayers first! 'Our Father —'"

But Ruprecht knocked so hard upon the door that Caspar, brave Caspar, took Louie by the hand and helped him turn the door knob. Then the door flew open of itself. In dashed an angry man dressed in a big fur coat, with a strong whip in his right hand.

¹Ruprecht or "Knecht."

CHRISTMAS BELLS

There are some festivals, like birthdays, for example, which affect a single family; others like national holidays, embrace the nation; and some there are which girdle the entire globe. But Christmas Day lifts at one leap a line of connection between earth and heaven. If there be one day on earth on which above another the gates of heaven are more widely opened, it is the day when joy-bells ring in memory of the birth of the Babe of Bethlehem. This is the day of the Christmas bells! — *Selected.*

As he slashed his black shiny boots with the angry-looking whip they seemed to give out a hiss-ss-ss.

"Who-o-o locks the door on me?" he roared. "Ha! Little boys that don't know their prayers! Little girls that don't help their mothers! Bigger boys that swear and hurt smaller boys! Bigger girls that waste their time in play! Who-o-o locks me out?"

"You (turning quickly back to Louie), you say some prayers for me!"

"Oh, I can't! I forgot!" wailed Louie.

"Ruprecht, I know my prayers and I've been good, b-b-but I cannot remember them now."

"Bah!" said Ruprecht. "A fine boy you are! You remember how to eat, but you don't remember how to pray."

"Come on, Louie," said Caspar coaxingly, for by now he noticed that Ruprecht's voice sounded very much like Uncle Ben's. "Come on, begin, 'Oh, Angel of God —'"

"Oh, Angel of God, my guardian dear —" began Louie; and helped a little bit by Caspar and encouraged by Isidore, he finished it with such a loud "Amen" that it frightened even Ruprecht himself.

"Now, you, Josie! Martha! Step out here! What is that I hear when your mother says 'Time to wash dishes!' Is it, 'All right, Mother!' Nein! Not so. You pout and draw long faces and pout again."

"But, please, Ruprecht, afterwards we do wash them and we wash them clean. Don't punish us. See, it is just after dinner, and the kitchen is clean—so clean," said both the little girls.

"Vel," said Ruprecht, "I'll forgive you this year, but *next*, mind *next*, there's to be no grumbling."

"Oh, no! no! no grumbling next year," said the girls glad to be free.

"Say, the 'Apostles' Creed,' you, Isidore," said Ruprecht suddenly turning and giving Isidore a sharp cut with the whip.

"I—I—believe in God," began Isidore in a thin, small voice, which soon became almost a loud roar for everyone was so frightened that even Louie said the prayer with him.

Ruprecht stalked up and down the floor. Finally he called the mother and the father.

"Have these been good children all year?" he roared.

"Let each one answer for himself," said they.

The answers seemed to satisfy Ruprecht for, after warning Caspar and Isidore to be more respectful in the coming year, he scattered nuts all over the floor.

"Now," he said "be extra good until Christmas and the *Weihnachtsmann* (or, as we say, the Christ Child) will bring you Christmas gifts! For any naughty ones, I leave this big stick. Father, you must use it if the children do not obey." And Ruprecht was gone.

"Oh, boy!" said Mark as he heaved a deep sigh. "I thought Caspar was caught for sure."

"Is that all there is to see in grandfather's Germany?" asked Mary.

"Oh, no," said Mother. "Look down now. See all those rich people busy sewing. They



are making clothes for the poor people. Then, on distribution day, the poor people march in to get their presents. It seems strange to us to see the poor people kiss the hands of those who gave them presents, but they are thanking God who made the rich people so kind hearted.

"The boys and girls of Germany have been saving their money for a long time so that they may have money to buy presents at the Christ-Market, for about a week before Christmas the Market Street is decorated with hundreds of Christmas trees and the market places are given over to the sale of Christmas gifts."

"Because at Christmas the Christ Child was born, we have all these good things," say the parents.

"Let's fly home with Caspar and Louie," cried Tom. "See! There they go."

Into the house we trip on fairy shoes—in and out of the fairy ship as easily as the wind.

Up the back stairs crept the boys hiding their little gifts.

From the attic came voices. "Hurry! Hurry!" said the now excited Louie. "They are bringing down the Christmas toys. Hurry! Hurry!"

"Mother," whispered Jane, excitedly, "what do they mean by Christmas toys?"

"The children of Germany are taught to be careful and saving of their Christmas toys and tree ornaments. They are taught to be careful of everything they use, so some of their best toys, dolls and so forth, are kept for Christmas. They are brought down only for the ten days' celebration of the birth of the Christ Child. Then they are again put back carefully in the attic for next year," replied Mother.

"But, Mother," said Mary, "surely some of the toys get broken."

"Now and again, of course, one does, but those are sent to the toy doctor who makes them look as good as new. Many people in Germany do nothing but make old dolls and old toys look like new. These people are called toy doctors."

"Mama," said Mark, "those children just said that Christmas trees were first used in Germany. Is that true?"

"Oh, look! look!" almost shrieked Jane. "There comes Old Santa Claus—Kris Kringle, walking through the street. He is pulling the bell rope at the door, waiting to get in."

In Belgium

"Where? Where?" cried Tom; but the fairy ship was up and away ready to alight over Belgium before he could even pull his head back in.

"I'm glad we came in a fairy ship," said Mary as she settled back comfortably into her chair. "We can go years backwards or forwards, just as we choose. We left Christmas Eve in Germany, and here we are in Holland before the day has even begun."

"S-a-n-t-a C-l-a-u-s," spelled Tom. "There he comes down the street, not walking as in Germany nor driving reindeer as in the good old U. S. A. but, believe it or not, riding on a white horse. Look at him! Isn't he keen?"

"Let's go in through the keyhole to see how the little Hollanders got ready for him," whispered Jane.

"Turn back a day, fairy, please."

In Holland

And so it happened that our whole assembly was inside the cottage the day before Christ-



A Christmas Market in Old Munich

mas in Holland. What did they see? Busy children scouring their wooden sabots, or shoes, spick and span. Then Hans ran out and soon returned with hay and oats, while Gretchen appeared with fresh clean carrots to feed good Santa's hungry white horse. When all was finished, Peter, as the eldest, locked the door of the room where the boots were left.

"Now, 'tis Christmas morning," said bright-eyed Jane. "See the eager children trooping down the stairs."

"Oh! Oh!" they cried. "Santa Claus and his white horse came down the chimney. See, all the food is gone. Look, that chair is upside down, and so is the table!"

"See, I got what I wanted! A pair of silver skates," cried Peter.

"Oh, Hans, a switch! I'm sorry. I'll help you be better this year, and I'll let you wear my silver skates."

Whirrrrr! said the ship, and out the window we flew to the main street of the city. It was now two o'clock in the morning. Listen to the wonderful voices—

"Glory to God!
Glory to God—"

"What can it be?"

"In Holland," said Mother, "the young men of the town gather on the main street and sing glorious hymns to welcome the Christ Child. All lights are out in the town. Only one is allowed to shine; it is a candle star carried by one of the young men. After the hymns of welcome have been sung the young men are given a feast at one of the wealthy homes of the city."

Whirrrrr! sang our ship as it nosed its way out from the land of canals and dikes.

"In Italy, mothers decorate Christmas trees with oranges," murmured Jane sleepily.

"The first Christmas tree came from there," said Mark proudly. "St. Francis of Assisi made the first one. I learned that at school."

In Norway and Sweden

"In Norway and Sweden," said Uncle Ben, who had remained very silent during the trip, "even the birds and beasts are remembered. Norwegians save whole sheaves of wheat at

harvest and hang them up on tall poles or trees for the birds. Better and more food is given to the animals. Early in the morning by candlelight, services are held in many country churches. The people come by the light of the moon in big sleds drawn by sturdy, big horses. Laughing and singing they come to keep the birthday of Christ their King."

"Where are we now?" sleepily asked Jane. "It must be England," said Mark. "I see so many hedge fences and pretty gardens."

In England

"You are very observant," said Mother. "Tell me what you see."

"Everyone is in a hurry. Each seems to carry a small Christmas tree and a round box," said Mark.

"Oh, I know what is in the box," said Tom. "It is a plum pudding—an English plum pudding. Every English home just has to have a plum pudding on Christmas. The cook prepares it long before Christmas, I've heard. Then on Christmas it is heated up—wine or rum is poured over it in the kitchen. Then the cook sets fire to it. A blue blaze springs all around it. When this has died down the pudding is taken to the dining room. Lights are turned down, and more wine is poured over the pudding. Again the spirits are lighted. Then old-time stories are told as the flames flicker out. My daddy said the wine made the pudding better eating. I don't know, but that's what he said."

"My," said Mark, "what a long speech."

"We ought to go home next," said Mother.

"Oh, please, please, do not miss France! Our wonderful cook told us so many grand things about Christmas in France," cried Jane.

"Won't Christmas be over by now, even in France?" asked Mark.

"Not for a fairy ship," said Jane. "Please, Mother."

Mother took down the mouthpiece and spoke to the fairy ship, "France, please, St. Nicholas' Day"—and off went the fairy ship to beautiful France.

In France

As in Germany, Ruprecht came with switches and nuts to inquire of the behavior of the children, so here we see St. Nicholas doing the same.

"Watch for the Child Jesus on Christmas Eve. He will bring you gifts," said St. Nicholas.

Quickly the ship took us to the night before Christmas. Happy little children placed best shoes or slippers near the chimney. Next morning at daybreak happy cries told us that sweets and candies have been left by the Baby Jesus—as the French child is taught. But not on Christmas does the French child get his presents and toys. Christmas is a day of joy because it is the birthday of the Baby King; on New Year's Day—that is the day for presents, to give and to receive, and Henry, Marie, Antoinette, and Toni are as happy as it is possible to be over the presents given and received.

"A big doll for Marie, a mechanical ship for Toni," read Tom, who could see as clearly as if he were standing in the room.

"Won't we have fun on Twelfth Day?" sings out Toni. "Who will be Queen? Who will be King?"

"What does he mean?" asked Jane, no longer sleepy.

"I know," said Mark eagerly. "The king's cake is cut on Twelfth Day or Epiphany. Usually it is a round cake. A bean has been

hidden in the cake. Only one piece is cut for each. If a boy gets the piece containing the bean, he is to be king for the day. Then he must choose a queen. If a girl gets the bean she chooses a king.

"After the king and queen have been chosen everyone watches them. At every motion they make, all must cry out:

"The king drinks,
The queen laughs —"

"If anyone neglects to cry out, he must pay a forfeit. Then the forfeits must be redeemed. I know because my father took me to Paris for Twelfth Night last year."

"Lucky boy," said Tom.

In Old Austria-Hungary

The fairy ship was acting queerly. Without asking anyone's permission, it was flying over what was once Austria-Hungary to a particularly Catholic section of the country.

"Turn, Time, back a year," said a voice.

"A whole year?" said Mary. "Then I'm only nine years old. Why a whole year, Mr. Time?"

"Because," said the voice, "these people really keep Christmas. All through the year the best of every crop and of every food is set aside for Christmas. An enormous log is brought from the forest for Christmas. Wine will be sprinkled over it. Grandmother will make three wax tapers."

"I know—for God the Father, God the Son, and God the Holy Ghost," said Mary.

"Two special loaves of bread are baked."

"One for the Old and one for the New Testament," said Mark, who was proud of his name. (Matthew, Mark, Luke, and John—he was never tired of saying.)

"Look, it's Christmas Eve. 'Now 'Tis Christmas Time,'" sang Tom softly. "Why don't they go in to dinner? It is all ready. See, Mom, in every house all seem to be waiting for something!"

Ding! Dong! rang out the church bell.

"Look," said Tom, "now they are all going in to dinner. Waiting for the church bell—I call that great!"

"See," said Jane, "the three candles, the two loaves of bread, many delicious eatables, and a small cup filled with wheat, barley, oats, and other grains."

"The father or head of the house lights a candle," said Tom. "Then carrying the lighted candle he goes to the table saying—after all sing a hymn—'Christ is born!' The children answer reverently, 'Is born, is truly born!'"

"I cannot see it very well," said Mary. "What is happening next?"

"All the children are standing on a bench near the stove. Each takes the candle and says three times, 'Praised be the Lord! Christ is born!' All the others say, 'Praised the name of the Lord forever, and may He grant thee life and health!'"

"Honestly, they make me ashamed of myself," said Mark. "They really act their faith."

"I wonder when they light the other candles?" asked Tom.

"Hush!" said Mother. "See the sign says *Christmas Day*. Our ship has skipped forward a few hours."

"Oh, look at what the father is doing. He lighted the second candle, pushed it down into the cup of grains—then he said, 'See, the barley sticks to the candle! Plant barley this year. The barley this year will yield the

biggest harvest.'"

Brrrrr, said a clock, New Year's Day.

"See," said Jane, "the father is lighting the third candle. This is the end of the Christmas celebration in the land called Croatia."

"I think it's lovely," said Mary, "but suppose our fairy ship would be unable to turn back for Christmas day in our own good old U. S. A.?"

And Back Home

"Oh, I'd die of grief," said Jane. "We must be at home to welcome our dear Baby Jesus. We must get back to put up our crib, get baskets ready for the poor, hang up our stockings, sing Christmas carols, go to Midnight Mass, and—do many other things."

"We've had a most wonderful trip," said all. "Listen to those Christmas chimes."

"There is no place like home!" said Mother.

"Yes," agreed the four.

Very useful seatwork may be developed from this story. Most schools possess books (even geographies), which show costumes of the countries described. As each section is visited, encourage the children to draw illustrations that will fit the country. Such drawing is very valuable in developing mind and hand.

Illustrations made by children would be much more appropriate even if crude.

References

- Busy People the World Over*—Dodge Pub. Co.
Catholic Europe—Knecht.
Child Life in Many Lands—D. Appleton-Century Co.
Geographies—Various texts.
Christmas, John N. Then—Bruce Pub. Co.

Practical Devices for the Primary Teacher

Sister M. Rosalee, O.S.B.

A Kind Boy

Billy had many toys. One day he said: "Mother, I would like to give Baby Jesus some of my toys for His birthday. May I take them to church?"

Mother smiled and said: "Give some of your toys to Jack, and Baby Jesus will say, 'You gave Me some toys.' What we do to other boys and girls we do to Jesus."

Billy got a big box. He gave him: (1) something that jumps out of a box, (2) something to read stories from, (3) something that says "tick, tock," (4) something that bounces on the floor, (5) something that says "choo, choo."

Draw in this box the toys that Billy gave to Jack. Draw Jack.

Crutches for Mr. "Seen"

In my teaching experience I have noticed that quite a number of pupils in the primary grades have the habit of saying, "I done,

I seen, I gone." Here is a little device that I have used, and it has been successful.

Cut Mr. Seen and the crutches from cardboard. Color them. Tell a story about Mr. Seen. For instance, Mr. Seen is a poor crippled man. He cannot stand alone. What do you suppose he needs if he wants to walk? Yes, he needs crutches. Show three pairs of crutches with *have* printed on one, *had* on another, and *has* on the last.



Some boys and girls say, "I seen the dog."

They push Mr. Seen out of the wheel chair and make him fall over. We aren't going to push Mr. Seen. We will hand him his crutches, and say *have seen, had seen, or has seen*.

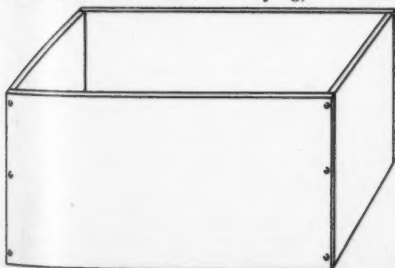
Now *seen* is a word that cannot stand alone. It is just like Mr. Seen. He always looks for



his crutches. If you use *seen* in a sentence always use *has, have, or had* for *seen* to lean on.

When studying *done* and *gone* a different story may be planned.

Private talks with pupils are more effective than scolding and lecturing, and the teacher who punishes the least will have the least of it to do. — *Turning Points in Teaching*.



Patsy's Problem, A Christmas Playlet

Sister Mary Limana, O.P.

OPENING SCENE: *In a living room Patsy is seated at a table studying while a number of school books lie on the table beside her. She shows signs of drowsiness.*

PATSY:

Today at school our teacher said,
"Now Patsy, can you tell me, dear,
What brings true joy to worthy hearts
At Christmas time each year?"

I told of dolls and Christmas trees
With 'lectric lights all burning bright,
But Sister answered with a smile,
"You haven't guessed it right."

So if I think and ponder well
The answer right will soon appear.

[Patsy looks through her books and yawns.]

Then as if talking to herself she says aloud:

What brings real joy to worthy hearts
At Christmas time each year?

[Patsy puts her head down on the table, falls fast asleep and dreams. A lullaby is now played softly. When the music ceases, children representing the various toys and Christmas symbols appear. They all enter, in turn, and speak to Patsy.]

THE DOLL:

What could bring greater joy than I
To hearts of all the little girls?
My silken clothes are all in style,
And see my hair in curls.

THE HORN:

The little boys all clap their hands
At sight of me, a silver horn;
I make the children dance with glee
On every Christmas morn.

THE HOLLY WREATH:

A wreath of holly green am I
With pretty berries red, you see.
Without a garland to be seen
What would your Christmas be?

THE CHRISTMAS TREE:

Behold the stately Christmas tree

Bedecked with lights and tinsel bright.

Would you be happy, little Miss,
Without me, Christmas night?

THE DRUM *[The first line is played on the drum]:*

A-tum, a-tum, a-tum, tum, tum!
Who wouldn't want a drum like me?
I make the jolly boys and girls
As happy as can be.

THE MISTLETOE:

A spray of mistletoe behold.
On packages I'm often found.
It matters not how big or small,
I scatter blessings round.

THE CANDLES:

A Christmas candle here you see.
Good cheer I cast where'er I roam.
I brighten up the traveler's path
And guide him safely home.

[Sleigh bells and reindeer hoofs are heard off stage. After these are silent, Santa is heard off stage speaking.]

SANTA CLAUS:

Whoa, there! my prancing reindeer team.
Will you stand a minute here
While I dash in to speak a word
To sleeping Patsy dear?

[Santa enters and says]:

I'm Santa, as you plainly see
With my great pack of splendid toys
I bring real mirth to every home
And leave it filled with joys.
[All on the stage recite together.]

ALL ARTICLES:

Without us, dear old Santa Claus,
What would you have to make a pack?
[Santa moves about nervously and says]:

SANTA CLAUS:

I cannot now explain to you
For I must hurry back.

A POINSETTIA:

With dazzling colors of red and green
I give to all my Christmas cheer
Wherever I adorn a place
True happiness is near.

TWO BELLS:

All hearts rejoice each Christmas Eve
When merrily our greetings ring.
The music floats o'er land and sea
While happy voices sing.

A STAR:

I am the brilliant star most rare
Who brought great joy to kings of old
And guided them to Christ the Lord
With their gifts of myrrh and gold.

TWO ANGELS:

Behold angelic messengers
To shepherds sent with tidings sweet
With grateful hearts they heard our song
And found their joy complete.

[All the toys tiptoe shyly off the stage. Behind the curtain is prepared a Bethlehem crib scene. It may be simple or very elaborate with a tableau effect. The two angels draw back the curtain and reveal the Christmas crib. The second angel says]:

Behold the Infant King divine,
His wondrous blessing to impart.
He is the true and only joy
Of every human heart.

["Silent Night" is softly played or sung, while the crib is exposed to view. Any other appropriate Christmas song may be used. The curtains are then closed and when everything is quiet, Patsy awakens from her sleep and looks around bewildered. Then she jumps up joyfully exclaiming:]

PATSY:

Oh! now I know from whence it comes
That holy Christmas joy each year.
It's not the holly wreath, the bell,
Or the toys that did appear.

It's not the mistletoe, the star,
The trees with candles burning bright.
No, it is none of these that bring
True joy on Christmas night.

'Tis Christ the darling Christmas Babe,
Who came to us from heav'n above
To be our Saviour, Lord, and King
And fill all hearts with love.

[The curtains drop as Patsy stands with hands folded and eyes raised heavenward as if in prayer.]

New Books of Value to Teachers

School and Commonwealth

By Henry C. Morrison. Cloth, 234 pp., \$2.50. The University of Chicago Press, Chicago, Ill.

School and Commonwealth is a series of twenty-three chapters selected from the published and hitherto unpublished essays, addresses, and official reports of Dr. Morrison's thirty-two years of experience. While the material of the book is taken from Dr. Morrison's experience of the past thirty-two years, he has been in educational work for forty-four years as teacher, principal, city superintendent, state superintendent, and professor of education. The nature of the topics he discusses is indicated by some of the titles: "What Are Public Schools For?" "The Battle for Competent Supervision," "Social Consequences of Bad Administration," "Half-Learning and the Way Out," "Character and Discipline," "Financing the Public-School System," and "Education as a Profession." In the very sane discussion of the various problems of this book the effort is to deal with the measures necessary to relate educational effort to the solution of the fundamental social problems of today, which the author states in his preface to be:

"I do not say that our educational system is to blame for the corruption, crime, injustice, and

degeneracy which occasion so much discouragement in the minds of good citizens today; but I do say that if we, as citizens, had been using our schools and colleges in reality to accomplish what schools and colleges have always been supposed to accomplish, the society of today would have been far different and far better.

"In one particular sense, the agencies of public instruction have been positively contributing to social disruption. Ever since the Civil War the schools, higher and lower, have of intent and in their philosophy, in many instances, been increasingly contributing to self-will and the consistent pursuit of easy pathways to private gain through the relaxation of both volitional and intellectual discipline. When two full generations have more or less been subjected to that kind of youthful regimen, the personal qualities, generated must of necessity pass over into the mores—with disastrous results."—E. A. Fitzpatrick.

The World I Saw

By Theodore Maynard. Cloth, 327 pp. \$3. Bruce Publishing Company, Milwaukee, Wis.

A Science and Culture book, being an informal biography or an absorbing account of some of the many colorful experiences in the life of a noted Catholic poet and essayist. Born of parents who worked with the Methodist missions and the

Salvation Army in India, he embraced several forms of evangelism, studied for the Unitarian ministry, and finally reasoned himself into the Catholic fold. The book gives glimpses of such literary lights as Chesterton, Belloc, Robinson, Millay, Michael Williams, and Padraic Colum.

Drums, Tom-toms, Rattles

By Bernard S. Mason. Cloth, 208 pp. Illustrated. \$2.50.

Fist Puppetry

By David Fredrick Milligan. Cloth, 130 pp. Illustrated. \$1.50.

Basketball Guide for Women with Official Rule Book 1938-1939

Paper, 80 pp., diagrams. 25 cents. A. S. Barnes & Company, New York, N. Y.

Mr. Mason, well known as a writer on plays, camping, and recreation, after outlining the history and world-wide use of percussion instruments, describes in detail the making of musical instruments of this type. The author confines himself mostly to the drums made and used by the American Indian as being the best. The book is interestingly written, although some repetitions could have been avoided. As it is, it ought to be of value to camps and indoors wherever children gather to make things. Dancing teachers, too, will be interested in this book. The instruments

are not difficult to make and may be used for many purposes.

Fist Puppetry tells the reader how to make fist puppets, costumes, scenery, and stage booths. It also explains how stories and plays may be adapted for puppets. Ten representative production sketches are added. The writer rightly believes that puppetry is a good means of recreation for schools, clubs, recreation centers, community theaters, and the home. Its popularity is certainly increasing. Puppetry with fists seems easier introduced than marionettes.

The Basketball Guide for Women contains the official playing rules, articles on techniques, teaching the game, organization, and special features. It is issued by the Women's Section of the American Association for Health, Physical Education, and Recreation. A supplement and a chart are added separately. A handy booklet.—*Kilian J. Hennrich, O.M. Cap.*

Singing Hearts

Fourth Reader of the "New Ideal Catholic Readers" by Sisters of St. Joseph with Arthur I. Gates as adviser. Cloth, 386 pp., illustrated. 88 cents. Teacher's manual, 40 cents. The Macmillan Co., New York, N. Y.

This is one of a new series to replace the original "Ideal Catholic Readers" by the same Sisters, and which have enjoyed wide popularity. The content includes original material and well-chosen selections from children's literature, secular and religious. It is arranged into units dealing with feasts and festivals, history, travel, fairy tales, animal stories, etc. The activities include word study, word pictures, bookmaking, synonyms, etc. A dictionary of about 200 words with diacritical markings, phonetic spellings, and simple but complete definitions is a feature.

Eastern Continents

By Douglas C. Ridgley and George F. Howe. Revised edition, 1938. Paper, 127 pp., illustrated. 56 cents. McKnight & McKnight, Bloomington, Ill.

A combined textbook and workbook for a year's study of Europe, Africa, Asia, and Australia. Essential facts are presented and page references are given to a number of standard texts for additional study. Blank-filling exercises follow the lessons. Much stress is laid upon interpretation of maps with coloring exercises. Many pictures add interest and reinforce the statements of the text. Ten tests on loose sheets accompany the book.

ABC for Catholic Boys and Girls

Story by Catherine Beebe. Pictures by Robb Beebe. Stiff paper cover, 32 pp. \$1. Longmans, Green and Co., New York, N. Y.

A charming picture book for Catholic children, based on the principle that Catholic Action begins at an early age. The verse and the delightful blue and red illustrations on each page will help, in a very peasant way, to make small, modern Catholics realize the application of their religion to everyday activities.

Recent Stories for Enjoyment

Selected and edited by Howard F. Seely and Margaret Roling. Cloth, 414 pp. \$1.28. Silver Burdett Co., Newark, N. J.

A collection of 17 modern short stories selected after high-school students had approved them. Introduction by "A Letter to the Students" on the technique and the qualities of the short story.

Modern School Geometry

By Clark, Smith, and Schorling. Cloth, 464 pp., illustrated. \$1.36. World Book Co., Yonkers, N. Y.

Based on the assumption that geometry is a study of logic this geometry sets about the task of teaching the elements of logical proof, applying them to geometry, and giving practice in the transfer of training.

Typewriting for Personal Use

By E. G. Blackstone and C. T. Yerian. Second Edition. Cloth, 150 pp., illustrated and detailed descriptive illustrations of typewriters. \$1.32. Gregg Publishing Co., New York, N. Y.

A one- or two-semester course that will develop the skill necessary for personal typing. Develops ability to compose on the typewriter. The lessons are specially planned to develop accuracy and to fix the keys in mind.

Recent Children's Books

Reviewed by Sister M. Salome, O.S.F.

About Jesus, Son of God and Son of Mary

By Maud Monahan. Illustrated by "Robin." Longmans, Green and Company, New York City, 1938.

This is a beautiful bit of Christ literature, the kind for which there is a great need. It is a tiny book for children under ten years. Its exquisite colored pictures make it a jewel to treasure—"a source of closeness to Our Lord and His Blessed Mother—to be read and reread all of one's life."

The co-authors have written and pictured many gay little booklets, many lives of the saints, but this book bids fair to be their masterpiece. It is written simply, and as we turn from one page to another, we find it difficult to say which is the loveliest, the text or the beautiful pictures in which the text lives. Soft sky-blues, warm reds, starry, golden haloes, glow on the ivory pages. No wonder the decision of a certain fortunate group of children was unanimous! They simply loved the little book *About Jesus*. So will all other children love it—for there should be a copy of this exquisite literary treasure in every school library. For grades one to four.

Hooftbeats—A Picture Book of Horses

By James L. Cannon. Illustrated by the author. \$1.50. Albert Whitman & Company, Chicago, 1938.

A picture book giving children a fascinating series of paintings covering all types and breeds of horses in America. Included are the thoroughbred, the standard bred, the circus horse, saddle horse, hunter, hackney, Arabian, and others. There is a brief but interesting story about each different breed of horse and the famous horses are mentioned and a bit of their history given. Each animal is faithfully painted from life and in full colors—an incentive for boys and girls who love horses to learn to name the different breeds at sight. Since there is little material of this type the book should have a definite appeal for libraries lacking such books.

It might be stressed that *Hooftbeats* is unquestionably a signal contribution to horse-literature. The author-artist is a graduate of Harvard and the Harvard Graduate School of Architecture. He is a well-known horseman whose hobby is drawing, particularly the drawing of horses. The book is inexpensive and set in large type—another item in its favor. For children from third grade up.

Legend of Saint Columba

By Padraic Colum. Illustrated by E. Mackins. Cloth, 156 pp., \$2.25. The Macmillan Company, New York City, 1935.

In the main this book reads like a fairy tale and yet it is only the story of a Saint's deeds told by the charming, versatile Irish poet, Padraic Colum. Readers of his works know that for beauty of speech and richness of invention this Irish bard is to be ranked with the very best of modern creators and recreators of fairy lore. The above work bears this out.

As to content, the book presents many literary charms not the least of which is the vivid picture of medieval Ireland. It has a quality of reality and yet the story is told with imagination. As a book for the young it is particularly good, because it makes information interesting, not by sugar coating it, but by telling it skillfully. There is to be gleaned from it such a wealth of detail about custom and manner of living, about monasteries and poets' guilds, told in solid little hunks that children like and remember, that it would make good supplementary reading for those studying history. The following excerpt will arouse the curiosity of any Irish boy or girl:

"If you knew as I know what effort he will make on the day of the Last Judgment for the people of Ireland, you would not murmur against St. Patrick," said Colum-cille.

"Tell me, then," said Bauheen (Colum-cille's companion), "what effort he will make for the people of Ireland on the Last Judgment Day" (p. 58).

Even an adult would want to read the book

to find the answer to the query.

The personality and career of Columba were so remarkable that a legend incorporating many elements—history, miracle, hero lore—grew around his life at a very early age. So on page 153 the author states that his aim in writing this story

"was to present Columba as the rich and vivid personality that can be discerned in all versions of the legend and in all poems attributed to him; the Gael of all time, impetuous, generous, winning; the champion of the oppressed in an age of barbarism, the holder of the Christian ideal, the creator of a small piece of civilization in Europe's dark age."

The passage describing the death of Colum-cille at Iona is among the most beautiful in children's literature. The black and white illustrations by Miss Mackinstry in their symbolic beauty harmonize with the text. This is a legend that is history. For grades six and up.

Medieval Days and Ways

By Gertrude Hartman. With maps and illustrations. 332 pp., \$2.50. The Macmillan Company, New York, 1937.

This Hartman factual book gives the boys and girls of junior-high-school age an excellent background for life in the Middle Ages, its great achievements, its people, and their contribution to our present-day civilization and culture—all in clear and simple but picturesque language. It is a new book on the period, telling clearly and authentically how people lived in Europe in the Middle Ages. A delightful description is given of the way books were copied in the monasteries; the preparation of the parchment, the ink, and the colors, the painstaking years spent on the lettering and the illuminating of the pages. In general, information, cast in new molds, is given not only on the scriptoria, but also on Marco Polo's adventures, Peter the Hermit and his crusading, the tragic death of Thomas à Becket, St. Francis and his ideals, Roger Bacon and his scientific efforts, the Copernican-Galilean theory of the universe, and numerous other topics of this era of a great civilization. While some chapters are not handled quite as a Catholic would wish, the book on the whole is to be recommended, for the author has done a careful, sincere piece of work. It is well illustrated with copious, marginal sketches and prints and full-page plates. For grades seven to nine.

We Didn't Mean to Go to Sea

By Arthur Ransome, Author-illustrator. 336 pp. \$2. The Macmillan Company, New York, 1938.

A thrilling North Sea adventure story, or rather another amazing and most exciting experience of those daring young people, Arthur Ransome's "Swallows."

John, Susan, Titty, and Roger Walkers board Jim Brading's trim little cutter *Goblin*, on condition that they would not sail outside of fog-laden Harwich Harbor. They promised, and they didn't really mean to go to sea! But, Jim had to row back for petrol, and to add to the fog difficulty, a severe storm came up. No Jim. Anchor and chain go over the side in a nerve-straining mishap. They are drifting blind. In the morning they find that they have crossed the North Sea. How they are taken into port by a Dutch pilot, how they unexpectedly meet their father and return to their anxiously waiting mother and Jim Brading, makes a story full of exciting and sustaining interest.

Arthur Ransome, the son of a fisherman, is an outstanding English author, and has been awarded the Carnegie Medal, an honor in England which corresponds to our Newbery Medal. He has written many adventure stories but *We Didn't Mean to Go to Sea* is the most thrilling of all. For grades five and up.

Christmas Music

Silent Night (S.A.A.-T.B.); *The First Nowell* (S.A.A.-T.B.); *A Babe is Born* (S.A.A.-T.B.); *Peace on Earth* (S.A.B.); *Silent Night* (S.S.A. with solo or unison chorus). 10 to 15 cents. Carl Fischer, Inc., New York, N. Y.

The Fabric of the School



The warm tan stucco finish of the St. John's Parish School, Butte, Montana, makes this new parish school architecturally attractive.

St. John's School: Center of Parish Life

SINCE the erection of the first modest school in colonial times, the American Catholic parishes have looked upon their schoolhouses as centers of parish life and activity and have built into them facilities both for the formal education of the children and for numerous social and community activities to be engaged in by the parishioners. In this especial aspect of planning and construction, the parish schools have served as examples to their neighbors, the public schools, and have anticipated many of the present innovations for social-center and adult-education use. A very effective building, which embodies simple and rather modest facilities for general parish use as well as for the elementary instruction of children, is the new St. John's School, connected with the parish of the same name in the city of Butte, Montana.

The building, which measures 88 by 60 feet in size, was erected in the spring of the present year, dedicated on the last Sunday in August, and occupied by some 200 children immediately after Labor Day.

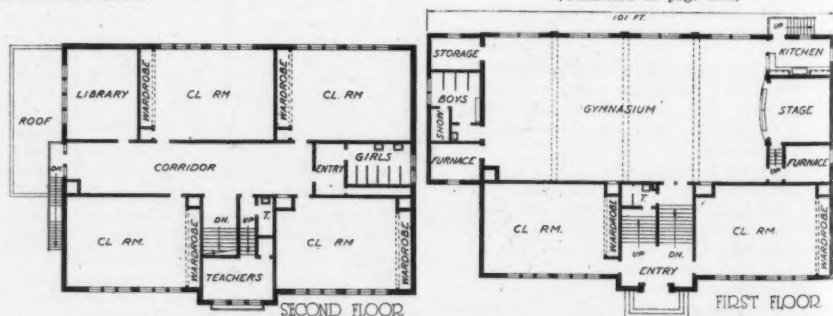
The building is two stories high and has been planned to house in its six standard class-

rooms an elementary school of 240 children. On the first floor there are two standard classrooms, measuring 22 by 30 feet, and a gymnasium-auditorium which measures approximately 70 by 35 feet. The floor of the gymnasium is four feet below the level of the classroom floors, allowing for a 16-ft. ceiling. A stage, measuring 16 by 16 feet, and a kitchen, measuring 9 by 16 feet, are at one end of the room.

On the second floor there are four classrooms, a teachers' room, and a library. The last-mentioned room measures 18 by 22 feet, is fitted with bookcases along two walls, and serves for small group and society meetings.

The building is constructed with concrete footings, brick exterior walls, and wooden joist floors. Steel beams carry the gymnasium ceiling and the second floor. The classrooms

(Concluded on page 12A)



First and Second Floor Plan, St. John's School, Butte, Montana.

— Fred A. Brinkman, Architect, Kalispell, Mont.

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Left: A typical classroom. Right: The dedication of the School by His Excellency, Most Reverend Joseph M. Gilmore, was the occasion of a Catholic demonstration in which the entire community took part.

(Concluded from page 314)

have plaster walls, hard-board wainscots, hard-maple floors, and fireproof, sound-absorbing tile ceilings. Each classroom has built-in wardrobes fitted with folding doors. Composition blackboards and special cork boards for displaying schoolwork have been provided.

The gymnasium has hard-board wainscot, sound-absorbing tile ceiling, and a hard-maple floor. The kitchen, the furnace room, and the toilet rooms have concrete floors, and the entry as well as the corridors have mastic floors.

The building is heated by means of gas-burning, air-conditioning furnaces fitted with humidifiers and electrically driven fans. The arrangement of the furnaces at either end of the building is such that the gymnasium and the first-floor classrooms may be heated independently of the second-floor rooms. Only one furnace need be operated when the gymnasium is in use for evening meetings.

The building was planned by Mr. Fred A. Brinkman, architect, Kalispell. The cost was

approximately \$50,000, without equipment.

The building is the realization of an ambition which has spurred on Rev. M. J. Leonard, pastor, and the members of St. John's Parish

for ten years. The new school is conducted by seven Sisters of Charity of the Blessed Virgin Mary, headed by Sister M. Ursula, B.V.M., as superior and principal.

Insuring Fire Safety of School Buildings

A most important responsibility of pastors and principals of parish schools arises out of the dangers of fire and the constant danger to the life and limb of teachers and pupils. It is advisable that a periodical check be made of the school building and its contents in order to avoid both the ordinary and the unusual dangers from inflammable materials, rubbish, etc. Both pastor and principal should check the following:

1. Are your fire gongs in good condition for service? Are any ropes, wires, or connections in need of repair?

2. Are all fire extinguishers in good condition for use? The date of refilling and last inspection should be noted. If there is any question concerning the efficiency of the extinguisher, it should be inspected immediately and refilled.

3. Are all doors in the building in good working order so that in case of a fire or fire drill there will be no obstruction from the standpoint of locked doors or doors that will not open easily? Where such a situation is discovered repairs should be undertaken promptly.

4. Are all stairways and halls clear of obstructions and free of furniture, etc.?

5. Is any material stored in hallways, under stairs, or in other places that is inflammable and therefore a fire menace? Check particularly where the janitor keeps the dust cloths, mops, cleaning materials, and other supplies. Under no circumstances, permit these materials to be kept under a stairway or in any other place that is either insanitary or in any way a fire hazard.

6. Instruct the janitor thoroughly so that he understands his responsibility in the matter of keeping doors unlocked, halls and passages clear of encumbrances. Insist that he store the inflammable materials in fireproof containers where they are perfectly safe from the standpoint of fire and general sanitation.

7. Instruct teachers and pupils concerning emergency dismissals and hold fire drills during the early fall months when the weather is favorable.

8. The fire signal in each building should be six quick, sharp strokes of the fire gong or the sounding of the fire siren. The fire drill should be held a sufficient number of times so that the school will respond promptly without excitement, confusion, or misunderstanding.

9. In the case of a fire drill, all children should be marched away from the school building at least one block, and should be stationed with their teachers as guards in a position to leave all school entrances, fire plugs, and street crossings free for the use of firemen. The children should be so guarded that they are in no danger from the approach of fire apparatus, general traffic, etc.—
Adapted.



PROGRESS ROOMS WORK WONDERS

Students who have become retarded through lack of ability or, more probably, through external causes, are not neglected in the modern parochial school. These students are assigned to the "progress room," where an experienced and competent Sister finds the cause of the trouble and provides the necessary help in overcoming it. The cause may be lack of parental interest or too much dependence upon parents, scolding by parents, daydreaming, or lack of ambition.

A Sister in one of these rooms relates the case of an epileptic girl who was becoming an atheist because her mother went to Mass every day and came home to scold her daughter for her illness. The child, when properly handled, became a normal student, and her physical condition began to improve immediately. A boy who was greatly interested in reading, history, and geography was several years behind in arithmetic. When the progress room taught him how to study arithmetic, he began to like it and did five years' work in two.



Reverend M. J. Leonard, pastor of St. John's, with Most Reverend Joseph M. Gilmore, Bishop of Helena.



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The Catholic School and the Confraternity of Christian Doctrine

WHEN one considers the necessarily elaborate program of the annual Catechetical Congress of the Confraternity of Christian Doctrine, it is not surprising that plans are under way for the Fifth National Congress while the echoes of the Fourth, recently held at Hartford, October 1-4, are still resounding.

At the invitation of His Grace, the Most Rev. John T. McNicholas, O.P., D.D., the Fifth National Catechetical Congress will be held at Cincinnati, November 4, 5, 6, 7, 1939, with headquarters at the Netherland-Plaza Hotel. Since 1935, with the first Congress at Rochester, N. Y., the program has expanded to such an extent that it is necessary to select one's particular interest and to attend just those sessions that are concerned with this phase. This is but one of the reasons that has led to requests for regional catechetical congresses which would enable more persons to benefit by the program and would acquaint many localities, in a very thorough way, with the complete program of the Confraternity of Christian Doctrine.

It is traditional that goals are difficult to keep in mind. But the Confraternity of Christian Doctrine has a very definite goal—the religious instruction of those outside of the Catholic school system. The Catholic school, therefore, is not within the province of the Confraternity, but the Catholic school has an invaluable contribution to make to its program. That the Catholic school is doing so was evidenced at the recent National Congress in the participation of many teaching Sisters on the program.

The teaching Sisters, at a sacrifice of what is justly their leisure time, are promoting the religious vacation-school work of the Confraternity program, conducting school-year religious-instruction classes, and are preparing lay catechists to qualify as teachers of religion.

In the Confraternity of Christian Doctrine there is work for everyone. But we must look largely to the Catholic school, the Catholic col-

lege, and the Catholic university, for many of the workers. And the interest and zeal of the teaching Sister and the teaching Brother in The Confraternity of Christian Doctrine will bring workers to the ranks.

Personal News

☐ SISTER M. JEANETTE, O.S.U., has been appointed professor of art in the graduate school of the Catholic University of America. She is a former diocesan supervisor of art and professor of art at Ursuline College, Cleveland, Ohio. ☐ MOTHER ANGELA LINCOLN, O.S.U. (a descendant of Abraham Lincoln) died, August 17, at St. Ignatius Mission, Mont., where for years she had labored for the Indians. She and her family also contributed thousands of dollars to the cause of



Rev. John E. Kuhn
National Director, Confraternity
of Christian Doctrine.

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the Indian missions. She was born in Cincinnati, Ohio, in 1857, of cultured Catholic parents who had eleven children and adopted three orphaned relatives. ☐ REV. JOHN E. KUHN was appointed national director of the Confraternity of Christian Doctrine at the Fourth National Catechetical Congress in Hartford, Conn. During the past several years he has been spiritual director of CCC camps of the Cincinnati Archdiocese, assistant director of the Layman's Retreat Movement, and assistant national secretary of the Catholic Students' Mission Crusade, which has its headquarters at Crusade Castle, Cincinnati, Ohio. REV. JAMES O'BRIEN of Cincinnati has been appointed censor for the national center and RUTH CRAVEN of Washington, D. C., is assistant secretary.

☐ BROTHER CYRIL ROBERT, F.M.S., formerly of St. Joseph's Juniorate, Tyngsboro, Mass., has been appointed librarian of St. Agnes High School Library, New York City. ☐ BROTHER GABRIEL VINCENT, F.M.S., has been named recruiter for the Marist Brothers of the Schools. Their headquarters for the United States are at St. Ann's Hermitage, Poughkeepsie, N. Y.

Father Cassilly Dies

Rev. Francis B. Cassilly, S.J., professor of religion at Creighton University, Omaha, Nebr., and noted author, died October 1. He was born in Kentucky in 1860. He taught in the Jesuit colleges at St. Louis, Cincinnati, and Chicago, and for the past 25 years had been at Creighton University. For several years he directed the Catholic Instruction League in Omaha, where he also organized St. Benedict's Negro Mission of which he was pastor from 1918 to 1932.

Father Cassilly was very well known as an author. His *Religion: Doctrine and Practice* is used as a textbook in many high schools. Other books and pamphlets he wrote are: *A Catechism for First Communion*; *A Story of Love*; *What Shall I Be? Shall I Be a Daily Communicant?*; *Lights and Shadows of American Life*; *Catholic Students at State Universities*; *Who Can Be a*

(Continued on page 15A)

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(Continued from page 14A)

Nun?, Can a State University Teach Morals?, and The Old Jesuit Mission at Council Bluffs.

Dr. Abell Receives Medal

Dr. Irvin Abell, president of the American Medical Association, received the Laetare Medal from the University of Notre Dame, November 5. He is the 56th recipient of the medal and the seventh of the medical profession to receive it. Most Rev. John A. Floersh, archbishop of Louisville, presided at the ceremonies. The principal address was given by Very Rev. John F. O'Hara, C.S.C., president of the university.

The Laetare Medal is awarded each year on Laetare Sunday to a member of the Catholic laity for outstanding achievement in religion, education, social service, science, or the arts.

Dr. Abell has had a distinguished career in surgery and has been outstanding in improving medical and psychiatric facilities in the state institutions of Kentucky. He was a lieutenant colonel in the medical corps during the World War and is now a colonel in the reserve corps.

Parochial Schools

¶ A Catholic Guidance Clinic was opened, September 26, by the Catholic Charities of Cincinnati, Ohio. It will serve as a diagnostic study and treatment center for behavior, personality, and educational problems of children, with some attention to adult patients. The clinic was initiated by Rt. Rev. R. Marcellus Wagner, director of charities. ¶ Failing in his effort to get free textbooks for the pupils of his school from the board of education, Rev. Michael L. Hynes, pastor of St. Patrick's Church, Oswego, N. Y., asked his parishioners to contribute to a fund for the purpose. ¶ St. Patrick's Parish, Elmira, N. Y., also provides free textbooks contributed by the parishioners and rebound by the school when necessary. ¶ Rev. Carl J. Ryan, Ph.D., archdiocesan superintendent of schools at Cincinnati, Ohio, has appointed Sister Supervisors to

visit and supervise all schools of the archdiocese. Their work will be confined this year to handwriting, except when they advise on other subjects by request. In schools where a new course in Church history is being tried out, the supervisors will have general oversight of that experiment.

Bishop Peterson Makes Report

Predictions concerning school enrollment and recent federal legislation were discussed in the annual report of Most Rev. John B. Peterson in his annual report as episcopal chairman of the department of education of the N.C.W.C.

While enrollment in Catholic high schools and colleges is still increasing, that of grade schools is slightly decreasing. "It is expected," he said, "that this pupil loss may have an effect on the high-school enrollment in a few more years and on the college enrollment in about six years. Administrative officers should therefore take into account this anticipated enrollment decline in their admission plans and building projects."

Bishop Peterson's report calls attention to the dangers of federal control of education inherent in legislation now pending in Congress.

The report shows that 5,978 students in 168 Catholic colleges and universities received federal aid last year amounting to \$307,125.

Coming Conventions

¶ December 27. Chicago Catholic Science Teachers' Association, at Evanston, Ill. Brother Norbert A. Kramer, S.M., St. Michael High School, Chicago, secretary. ¶ December 27. Association of Academic Principals of New York, at Syracuse. Wayne Lowe, Cazenovia, secretary. ¶ December 27-28. National Council of Geography Teachers, at Boston, Mass. Dr. Floyd F. Cunningham, Florence, Ala., secretary. ¶ December 27-29. New York Association of Elementary Principals, at Syracuse. Ella Smullenburg, principal of School 67, Buffalo, secretary. ¶ December 27-29. Ohio Education Association, at Columbus. Walton B. Bliss, 1221 Beggs Bldg.,

Columbus, secretary. ¶ December 27-29. Pennsylvania Education Association, at Harrisburg. J. Herbert Kelley, 400 North Third St., Harrisburg, secretary. ¶ December 27-30. National Commercial Teachers' Federation, at Chicago, Ill. J. Murray Hill, Bowling Green Business University, Bowling Green, Ky., secretary. ¶ December 28-29. American Catholic Philosophical Association, at Cincinnati, Ohio. Rev. Charles A. Hart, Ph.D., Catholic University of America, Washington, D. C., secretary. ¶ December 28-30. Illinois Education Association, at Chicago or Springfield. Irving F. Pearson, 100 East Edwards St., Springfield, secretary. ¶ December 28-30. Modern Language Association of America, at New York, N. Y. Percy W. Long, 100 Washington Sq., E., New York City, secretary. ¶ December 28-30. Music Teachers' National Association, at Washington, D. C. D. N. Swarthout, School of Fine Arts, Kansas University, Lawrence, Kans., secretary. ¶ December 28-30. Oregon Teachers' Association at Portland. E. F. Carleton, Portland, secretary. ¶ December 30-31. Ohio Association of Public School Business Officials, at Columbus. C. L. Borghardt, 330 South Ludlow St., Dayton, secretary. ¶ January 12-13. Association of American Colleges, at Louisville, Ky. Guy E. Snively, 19 West 44th St., New York City, executive director. ¶ January 13. Massachusetts High School Principals' Association, at Boston. William D. Sprague, Melrose High School, Melrose, secretary. ¶ December 28-30. American Catholic Historical Association, at Chicago, Ill. Rt. Rev. Msgr. Peter Guilday, Catholic University of America, Washington, D. C., secretary.



¶ Tuberculin tests of children of parochial high schools of Syracuse, N. Y., are being given with the permission of parents. Rev. Roger A. Bowen, assistant at St. John the Baptist Church, who is experienced as a chaplain at a sanitarium, has urged the pupils and parents to co-operate in this measure of safety.

(Concluded on page 19A)

The Posture Problem

M. Anthony Payne, O.S.B., Ph.D.

Many adults know that a habit of good posture is necessary for the maintenance of good health. Yet hundreds of adolescents, on the threshold of young manhood or womanhood, have developed habits of poor posture. Many youths in their teens have stooped shoulders, rounded backs, and drooping heads. They must encounter life's gigantic problems with handicaps so onerous that the discerning shout a warning cry. Bad posture is a detriment, physically, psychically, professionally, and socially.

Poor posture is becoming more and more general, yet very few groups seem to be working against it consistently. Military academies handle the problem magnificently. Their teachers obtain results but what about the other groups, the rest of us? Colleges, high schools, seminaries, and nursing schools are graduating flat-chested, stoop-shouldered alumni. Why?

A tangible realization of the fact that good posture is conducive to good health, a higher degree of confidence in self, and a deeper measure of self-respect, makes it a worthwhile acquisition. It costs energy, effort, and time, but it pays. Good posture suggests an alertness, poise, and vigor which militate for efficiency and invite success.

Man Naturally Erect

Man's body is so designed that he can hold himself erect with a relatively small expenditure of energy, if he carries himself properly. He is aligned against the pull of gravity on a two-point base with his weight proportionately distributed about a long, bony rod which is deeply imbedded in the flesh. This vertebral column, capped by the skull anteriorly, is firmly ankylosed to the pelvic girdle at the caudal end. The rounded heads of the long leg bones fit into the deep sockets of the pelvic girdle, while about three hundred muscles, arranged in antagonistic sets, pass from legs, to body, to head, in such a way that, for extended periods of time, man can hold his body perpendicularly against the pull of gravity. He can stand at attention or swing along, gracefully and rhythmically, on a one-point base, shifting his weight from foot to foot with rapidity and ease. With celerity and charm he can adjust his spinal column to a straight-back chair, a studio couch, or a comfy sofa, while his arms and head are free to engage in life's multitudinous occupations. Man does not have to slump or cringe or scrape. He alone can stand gracefully erect and "look the world in the face." He has been adroitly assembled.

The versatility and perfection of his body and his capacity to stand erect make man indifferent to his assets, for familiarity breeds apathy, if not contempt. Little time or energy is spent in efforts to maintain good posture. No conscious effort is expended to acquire perfect posture. But perfection in any line demands sustained consistent effort and constant vigilance. The "hunt-and-peck" system may enable an individual to type fairly well, eventually, but time and energy are wasted in the performance. The operator is handicapped by poor technique. So it is with posture. If a man hasn't acquired good posture he wastes energy and strength. He, too, is handicapped and must suffer the consequences.

What Is Good Posture?

When is an individual sitting, walking, or standing properly? What is perfect posture and how may it be acquired? A few simple analyses and checks enables anyone to examine his or her own bearing and to decide whether he or she have poor, fair, good, or perfect posture.

An individual who habitually walks tall, stands tall, sits tall, and kneels tall probably has *excellent* or *perfect* posture. In standing or sitting as tall as possible the head tends to line up with the vertical column, the shoulders are squared and there is a counter clockwise roll in the pelvic region which flattens the lower abdomen and eliminates excessive curves. The weight is equally distributed about the strong central spinal column which has been designed to carry the body's weight. The muscles and ligaments are not strained for the body is in the normal position. It is all so simple — just a matter of carrying oneself as tall as possible without exaggerated effort or strain.

Again, an individual who wishes to check his posture may imagine that he is trying to pass through a very narrow doorway, one just wide enough to permit his body to pass without touching if he squeezes through carefully. In making the pass he naturally stretches up (stands tall) and clears the opening with an inch to spare. If much physical adjustment is called for during the process of these mental gymnastics, it is very probable that the individual has at most, *fair* posture. His head or his abdomen protrude, probably both!

Lastly there is the time-honored custom of testing posture by balancing an object on the head. If a person can carry a book, for example, some distance with facility and grace, and have at the same time a comfortable, natural feeling, the chances are that he habitually has *good* posture. If he has an out-of-line feeling, it is very probable that he meets things head first and not chest first.

In poor posture of this latter type the head precedes the body. It is rammed forward as though the individual desired to scrutinize an object carefully. The nuchal ligament in the back of the neck is taut and fatigue pains frequently develop in the shoulder region. If an individual is standing correctly, he will find that his chest touches first when he walks directly up to a straight wall, and that his head is an inch or two from the wall.

Stand and Sit Tall

However we were considering habits of posture in the adolescent. How can he or she be induced to acquire good technique? Example remains one of the most effective teaching tools. Boys and girls will continue to imitate and emulate those whom they have selected as ideals. Mannerisms, beliefs, customs, habits of posture will be meticulously copied and woven into their own life fabric. If parents and teachers and friends, consistently demonstrate habits of excellent posture, while they teach and insist on the observance of simple rules, few boys and fewer girls will imperil their health and sacrifice their poise by faulty carriage. Neither will they jeopardize their social and professional standing.

POPE GREETS CATHOLIC UNIVERSITY

"The golden jubilee which the Catholic University of America is preparing to celebrate with fitting ceremony," is hailed as "an event of outstanding importance in the life of the Church in the United States" by Pope Pius XI in his letter of felicitation.

"During the almost 50 years of its existence," said the Holy Father, "the Catholic University has done well. Despite the difficulties which attend beginnings and in the face of material limitations which might have discouraged men laboring in a less worthy cause, the superiors and teaching staff, by their intelligence and devotion, have won for the university a leading place in the great Catholic educational system of America and among the other similar schools of the land."

* * *

"The chief reason which has moved us to signalize the observances by this further evidence of our profound interest is the conviction that in the years which lie ahead the Catholic University is called to assume still greater and more momentous responsibilities than in the past."

The Need for Leadership

"The world has entered upon one of those periods of unrest, of questioning, of disorientation, and of conflict which have been well described as turning points of history. Christian doctrine and Christian morality are under attack from several quarters; dangerous theories which a few years ago were but whispered in the secret conventicles of discontent are today preached from the housetops, and are even finding their way into action; private immorality and public subversion have in many places raised the banner of revolt against the cross of Christ."

* * *

"Through the university it will be possible to bring to bear upon the most pressing problems of the day the full force of those principles of justice and charity in which alone they will find their solution."

* * *

"Since the sciences of civics, sociology, and economics deal with individual collective human welfare, they cannot escape from the philosophical and religious implications of man's origin, nature, and destiny. If they ignore God they can never hope to understand adequately the creature which He formed in His own image and likeness, and whom He sent His own Divine Son to redeem. Christian teaching alone, in its majestic integrity, can give full meaning and compelling motive to the demand for human rights and liberties because it alone gives worth and dignity to human personality."

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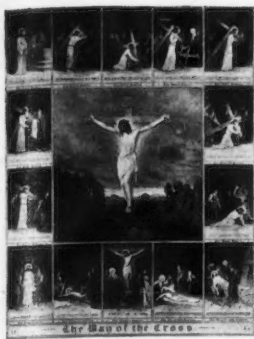
"With our Encyclicals as the basis of study and research, the University can evolve a constructive program of social action, fitted in its details to local needs," said the Holy Father.

Commenting on these words of the Holy Father, at the recent convocation at the Catholic University, Msgr. Corrigan, the rector, announced that:

"The Hierarchy has resolved to accept the plea of the Holy Father not with mere words of gratitude but with a practical application of the action that he has emphasized. They have commissioned the University to enter at once upon the preparation of suitable courses in civics and sociology which will have as their basis a series of graduated textbooks suited to the advancing years of the pupils from elementary-school grades to maturity, will impart to Catholic students a precise definition of democracy, in the light of Catholic truth and tradition, and define the rights and duties of the citizen in a representative republic."

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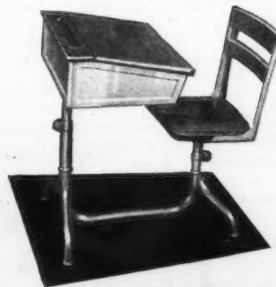
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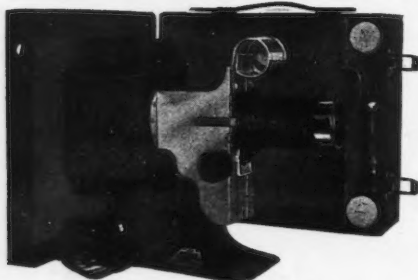


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(Concluded from page 16A)

Educational Broadcasts Announced

Wings for the Martins is the general title of a new series of radio broadcasts arranged by the United States Office of Education, the National Congress of Parents and Teachers, and the National Broadcasting Company. The problems of the Martin family represent those of the average American family regarding the education of the children.

The broadcasts will be given every Wednesday night beginning November 16 at 9:30 to 10 p.m. E.S.T. The first seven broadcasts are: (1) Jimmy Runs Away; (2) Children are Persons; (3) Everybody Joins a Club; (4) Let's Give Them Books; (5) Keeping the Family Well; (6) She Hasn't a Thing to Wear! (7) No Fun at Home.

Author-Publisher Honored

Dr. John Robert Gregg has just received from the New York Academy of Public Education the annual award of a medal "For Distinguished Service to Public Education." The citation read: "In recognition of your outstanding contributions to society, as the inventor of a great system of shorthand employed throughout the world; an eminently successful educator, editor, author, and publisher; leader in the field of commercial education to the progress of which you have made significant contributions; builder of a ladder upon the rungs of which countless young men and women have climbed to high places in the world of affairs; a most valuable member of the community."

St. Michael's College, Winooski Park, Vt., has a quarterly alumni journal, *The Michaelman*, which is now devoted to problems of vital interest in the present social order. Contributors from various walks of life discuss such problems as co-operatives, public utilities, and engineering with a social purpose.

NEW SCHOOL PRODUCTS**New Projector for Colored Slides**

A new Spencer Delineascope for 2 by 2 and 3¼ by 4 colored slides has been announced by the Spencer Lens Company of Buffalo, N. Y. This projector, with a 750-watt lamp is said to produce much brighter projections than the ordinary machine will produce with a 1,000-watt lamp.

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Catalog of Gym Supplies

The new fall and winter catalog No. 19 of the National Sports Equipment Company of Fond du Lac, Wis., features mats, boxing rings, and gymnasium accessories. The wall pads shown are necessities which some gymnasiums lack. This company also specializes in manufacturing "National" gym suits for girls.

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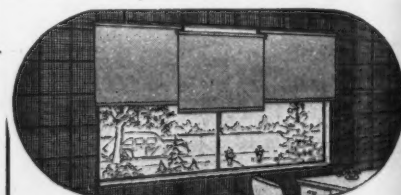
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